

Public Libraries

(MONTHLY)

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No. 3

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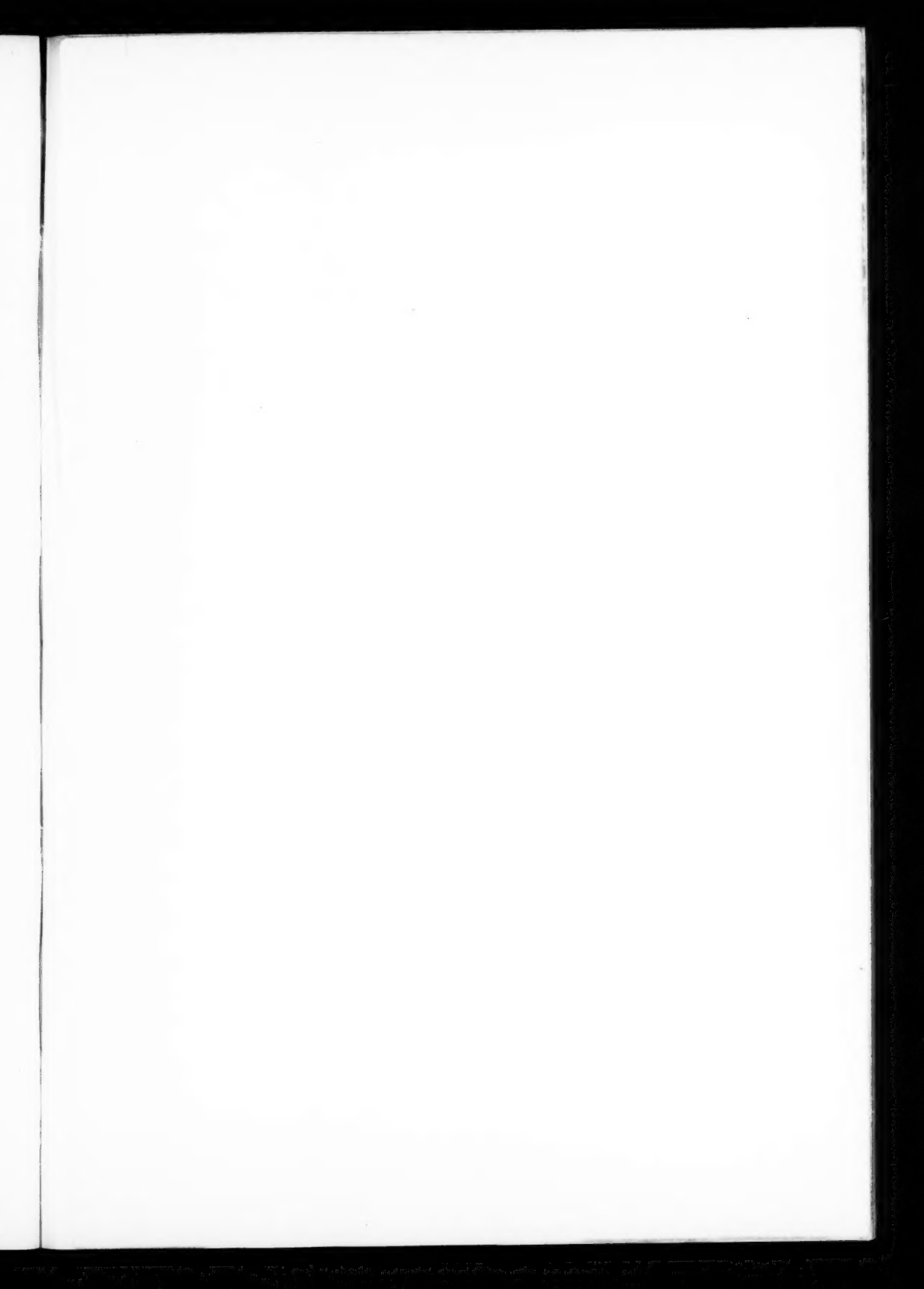
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Collecting for the Future

H. L. Koopman, librarian, Brown university

I shall confine myself in this discussion, except by way of illustration, to the collecting of books in libraries. This museum side of library activity has of late years, in America, been thrust somewhat into the background. Yet printing cannot maintain its claim to be the "art preservative of all arts" unless the libraries come to its assistance, and actually deliver into the hands of posterity the records which the press entrusts to them in the present. It might seem at first thought that our whole duty would be fulfilled in satisfying the popular demands of contemporary readers, whether in public, proprietary, or collegiate libraries. But, as we shall see later, this alone will not suffice for the wants of posterity. To be sure, if posterity were something very far removed, we might put off its claims with the Hibernian excuse that posterity had done nothing for us, and therefore we owed it nothing. But the truth is, posterity is only a generation away. Many a librarian, indeed, has lived to regret his own lack of foresight in collecting for the future, as the bookseller Quaritch did when he was forced to pay hundreds of pounds to buy back a copy of Fitzgerald's Omar that he had once congratulated himself upon selling for a penny. Moreover, the life of a library extends far beyond that of any man, while the character and reputation of a library, equally with those of a man, are made up in great part out of the results

of past choices. Every library is the heir of its own past, and must shape its future while that future is still plastic, that is, in the present.

Much that I shall have to say on the subject of collecting for the future will be frankly discouraging. Nevertheless I shall hazard some suggestions toward a solution of the problem, or, at least, toward a statement of the conditions prerequisite to that solution. In order first to get a clear light upon our problem let me offer an illustration, which is really a parallel, drawn from the field of natural history.

How many zoölogical museums that are 50 years old exist today in any form that their founders would recognize? Most of us know collections of only half that age that have been completely robbed of their former identity through rearrangement, remounting, and even wholesale consignment to the rubbish heap. A generation ago the interest of the zoölogist was passing from classification to the gathering of data for the deductions of evolution in animal forms. It is now centering around functional development, and collecting for the deductions of the next Darwin. A generation hence the zoölogist may have given up development itself for some newer interest. Every change finds the museum, which had come to be well equipped for the old line of study, supplied but meagerly with material for the new. This is always so, because it is found practically impossible to provide in advance for the wants of a succeeding generation of

students. Only the morrow can take thought for the things of itself, for only the morrow can know them.

But now to take up our real subject, which is the relation of the library to the same principles, to which it is subject no less than the museum. In the basement of a library that need not be specified, for the case is typical, are stored some 15,000v. of — theology. Visitors, clerical as well as lay, usually characterize them after a single glance as trash; but only a generation ago they were the joy and pride of the librarian. They have not been read for two or three generations, but their custodian, who had inherited them in the days of their eminence, failed to perceive that they had fallen into disrepute. He still himself read them, or had not noticed how long it had been since he read them, and so they were allowed to occupy the place of honor in the library. But almost the first step of his successor was to consign them physically to the obscurity which they had so long occupied intellectually. If they were suddenly to be burned not one user of the library in a hundred would ever miss them. It is clear that in this case the collecting for the future was done with but indifferent success. It is true that there are futures and futures, but it may be doubted if records of the past that the hundredth year finds valueless will ever acquire or regain an importance. As Longfellow might have written had he continued to be a librarian:

But, ah! what once hath been shall be no more!
The groaning earth in travail and in pain
Brings forth its values, but does not restore,
And the dead volumes never rise again.

An obscure book is indeed far more likely to acquire a value than a once-prized book is to regain its value when lost.

Of course collecting is only one side of our relation to the future. The problem of a classification that shall be welcome to the librarians of the twenty-first century, and that of a catalog that our successors can keep up without re-writing—not to mention the construction of buildings that shall win bless-

ings of a pious kind from posterity—each of these might well form the subject of a separate paper. But now, facing practically the question, how we can collect successfully for the future, I can think of three answers:

1 By collecting everything, that is by inclusiveness.

2 By collecting something of everything, that is by selection.

3 By collecting everything of something, that is by specialization.

When we use the word everything, however, we must bear in mind that we cannot take it absolutely. Could some modern librarian but lay hands on a bundle of copy, which after being set up passed into the waste basket of a certain London printing house three centuries ago, he could afford on the proceeds to retire from active service and to devote himself to pure bibliography from the love of it. But I do not suppose that even the British museum is attempting to preserve the manuscripts of all the books that are printed in London. I am not aware that it is even making an effort to do so in the case of any current publications. Yet by this neglect the true text of the *Hamlets* and *Lears* of the present day is, perchance, being allowed to pass into oblivion. Cornell university library rejoices in the possession of certain corrected proof sheets of the *Waverly* novels, which throw an interesting light on their composition, as also on the relations of the author and the publisher. But I doubt if any proof sheets of the even greater novels that have appeared since Scott's day have been preserved for future annotators. Looking at the question of absolute completeness merely as a human being, and no longer as a librarian, I should regret if we did attain it in our collecting. The future will have at least some original interests of its own. Let us not saddle it with the totality of our existence, which we ourselves do not find always nor altogether interesting. The heap of chaff may become so great that the buried grain will not repay the toil of searching for it. And yet—here the librarian

revives—who would not be willing to search for many an hour through the brownest of Greek manuscripts if he might but find at last the page of the notebook on which Plato wrote and rewrote the opening sentence of his Republic, until he had attained the elegant ease of style in which he was content to leave it. But there will certainly be some limit, if only of language or territory, to the greatest bibliothecal inclusiveness, and therefore our first class is doomed to end where the second sets out—in selection.

All libraries, therefore, have been and are selective; but the restriction has usually been involuntary, and the adaptation to the limitations of money or means of communication has not been deliberate. In such cases the libraries have been selective simply because they have been imperfectly inclusive. But we have now to deal with libraries that have recognized their limitations and have planned their selection with careful reference to their means, challenging the right of every book to a place in their anthology. How much any existing libraries have built methodically for the future as contrasted with supplying the demands of the present it would be hard to say. Doubtless only a few have done so in any vivid consciousness that the two efforts are not identical. It would indeed seem as if the most highly regarded contemporary literature in every department would prove the selection most welcomed by posterity. It has, however, been a frequent experience of mine in college libraries—which are mainly the class I have known—libraries that have not been created out of hand in recent years, but have slowly grown for a century or more, in such libraries it has frequently been my experience to hear specialists lament the absence of the standard literature of the past.

Now I do not believe that book selection in the first three-quarters of the nineteenth century was any less conscientious or intelligent than in the last quarter. Our predecessors failed to judge aright of their contemporary

authors because contemporary judgments, on the whole, are inevitably faulty. Let me give one illustration that shall not only shield our forbears, but also give us food for thought as to our own fitness to make a final rating of contemporary literature. In the Edinburgh review for January, 1820, appeared that wholesome but bitter article by Sydney Smith on America that has caused us so many grimaces of amusement and disrelish as we have read it. It is the article in which he asks the nettling question, In the four quarters of the globe who reads an American book? I have long felt, by the way, that Sydney Smith was extremely lucky in the date of his article, for it was published in the very last year in which it could have raised a laugh at our expense. In the same year the Edinburgh review gave an extended notice of Irving's Sketch book. In the year following appeared Cooper's Spy; in the next year Irving's Bracebridge hall; in the year after that Cooper's Pilot, and Pioneers. From that time on the question was rather: In the four quarters of the globe who does not read an American book? And I believe that Sydney Smith was generously glad to have been so silenced. This, however, is not my present interest in his article. In the same paragraph, just preceding this historic question, he holds up for our chastening a list of the British writers of the previous 30 years, none of whom, he says, we have been able to match in America. Without quarreling with his assertion, I wish to call your especial attention to this list, as one that, I think, you will agree ranks among the most instructive ever compiled. Our critic mentions the names of six poets who flourished between 1790 and 1820, the age that saw the literary activity of Cowper and Burns and Wordsworth and Coleridge and Southey and Shelley and Keats. Now who are the poets whose greatness Sydney Smith casts in our faces? They are Scott and Rogers and Campbell and Byron and Moore and Crabbe, not

one of the really immortal poets of that era.

If the genial, witty, and liberal Sydney Smith could so err in his judgment of contemporaries, what warrant have we American librarians that we shall do any better; that we can pick out the immortals from the mortals as they mingle in the literary contests along our Scamander. We shall certainly do no better unless we can learn a lesson from the past, and that lesson seems to me to be this: I will not say to suspect the permanence of contemporary popularity, but certainly to distrust the writers whose thought and methods run in accepted moulds, and still more to keep an eye out for their opposites, the writers that offend us by disagreeable novelties in matter or manner. Above all must we learn to avoid copyists, and to discern the authors that are themselves and not the echoes of others. The future's interest will be wholly among the original men of our time; never for a moment will it pause over our safe and orthodox imitators. The supply of the daily popular demand will see to it that our libraries are stocked with the writers of the day, properly so called. It is the ridiculed Wordsworths, the scorned Keatses, the banned Shelleys, the men "not of a day, but for all time," whose unappreciated greatness will call for our discernment. If we line our shelves with the first editions of such men's writings, we shall secure the gratitude—and I am bound to believe also, the amazement—of our successors a hundred years hence. If this program seems too hard to carry out, even with the warning of past failures, let me present my third and last method of collecting for the future, which I have called that of specialization.

(Continued.)

A free library affords happiness and inspiration to all the community. It is of great value to the teacher, the artisan, the business man, the housewife.

But it does more than disseminate knowledge: It broadens horizons; it develops character; it adds to the happiness and contentment of the people.

Practical Cataloging

Edna D. Bullock, cataloger, Iowa State library

The first problem the cataloger has to wrestle with, is the authorship of books. If all title-pages were as accurately constructed as we wish they were much perplexity would be avoided. I have known very intelligent people to fail completely to detect authorship. I have known a library assistant, a person of fair education, to enter a book with the title, *The republic of Plato*, edited by Bryan & Bryan, under the editors instead of under Plato. It is needless to say that an author list with entries of this kind would fail to reveal the possession of Plato's republic. The reason the person in question made this mistake was, because she was not familiar enough with the world of books to know that *The republic* is the English title of one of Plato's works. It develops, then, that so fundamental a thing as the detecting of authorship is often dependent on the general education of the cataloger.

After the authorship has been determined, it remains to determine the correct form of the author's name. He may not put the same form of his name on all his title-pages. He may be M. A. S. Hume on one title-page and Martin Andrew Sharp Hume on another. First or last you are bound to get the fullest form of his name, and most codes of cataloging rules require that you do it first, and thus provide for future uniformity. You cannot depend on the title-page to tell you what the author's name is. He may call himself Mark Twain in spite of the Samuel Langhorne Clemens in his family records. If you have reason to suppose that he gives a pseudonym on the title-page you must ferret him out even if you lose sleep to do it. The next generation will know the name Clemens as well as we know Mark Twain—and you are making your catalog for the next generation as well as for this one. This again requires a knowledge of books and of people. In the long run the author will be known

by his real name. There are very few exceptions to this, and I use the real name in all but a few cases with the proper cross references from the real name. I will confess to having had misgivings as to spending overmuch time in search of full baptismal names for authors, or for minute information as to anonymous and pseudonymous works. Experience has led me to regard a moderate amount of attention to these details as important even in a small library. A library should furnish the cataloger with the proper reference books for the purpose. Among the most useful reference books for modern English and American writers I should place *Who's who* and *Who's who in America*, and the author index to the *New York state library bulletin*. A catalog that does not give due attention to author's names is unscholarly and slipshod.

Another tax on the cataloger's knowledge of things as they are, comes when the authorship of a book is vested in some society or corporation. The legal form of a society's name is the logical form for entering any publication of that society; but it sometimes happens that one part of a society's name is known to the general public while the rest has been lost sight of. Most people who consult your catalog for the publications of the Military order of the Loyal legion would look for the word *loyal* in the catalog rather than the word *military*. In a case of this kind the known part of the name must be thrown to the front by a process of inversion. It depends on the cataloger's knowledge of the world and its ways to make such entries properly. It is necessary to ascertain the exact legal name of the corporate body that authorized a book. Because it is correct to say *Iowa state university* it does not follow that it would be correct to say *Nebraska state university*—because the legal title of the latter in the charter which brought it into life is the *University of Nebraska*. A cataloger is required to put a great deal of study into the legal forms of corporate names.

Still another test must be applied to the names of societies which involves the general information of the cataloger—and isn't to be gotten from books. If the name of the society includes the name of a place you are obliged to determine whether or not the geographical feature is the significant part of the name. The average reader would look for the proceedings of the *Iowa grand lodge of Freemasons* under the general name of the society instead of under *Iowa*, and, on the other hand, he would scarcely look among the *A's* for the proceedings of the Association of the bar of *New York city*, because he is accustomed to calling the latter society the *New York bar association*. In order to provide for the patron who knows only the popular form of a name the cataloger must know how the average citizen calls things. She can't shut herself up in a den with a code of cataloging rules and build up a catalog according to rule and make one that can be used. It is easier to accommodate the cataloging entries to the common people than to educate the constituency of the library out of its inaccuracies in speaking of things. The library that attempts to be too superior to the average of its community will fall short of its full measure of usefulness. This may seem to contradict what I said about the necessity of ascertaining the exact legal form of name for corporate entry; but it doesn't. Even if it is determined that common usage demands the alteration of the legal name, there must still be an entry for purposes of reference under that form. But I wish to emphasize the idea that contract with the library's constituency is even more necessary for the classifier and cataloger than for the part of the library staff that is engaged in the financial routine of the library. The absurdity of setting the cataloger apart from the world is being recognized by some of the large libraries. In the first place, such a plan works an injustice to any bright man or woman who undertakes the work of cataloging. Library work should be professional, and the librarian who pur-

sues a policy that reduces his assistants to mere machines not only injures his assistants by curtailing their opportunity for self-development and enjoyment, but he robs the library profession of talent that it needs. In the second place, as before stated, a catalog, to be most useful, must be made for the people who are to use it, and not for some theoretically ideal people contemplated by codes of rules. (In parenthesis I would like to state that I think to be shut up in a cataloging room with only Cutter's rules or Library school rules for companions and inspiration is more likely to result in insanity for the cataloger than a sensible catalog for the library.) As a solution of this problem, I suggest that for every five hours given to cataloging the cataloger shall spend two hours at the reference and loan desks—meeting the patrons and helping them to use the library and the catalog. The library will be the unquestioned gainer by such a policy. The cataloger knows more about what the books contain and how it can be gotten at than anyone else in the library.

Returning from this digression to the subject of authorship, there remains another class of authors which cannot be ignored. There is a bogey man—before whom the unfrightened sooner or later become anxious and even obsequious. We call him public documents. The determination of the authorship of these documents almost always floors the inexperienced. It is a science in itself, for they are fearfully and wonderfully made, and of ways of making them there is no end. Generally speaking, a document is the work of the specific officer or office by whose authority it is first put together. The Commissioner of education is the author of his reports—not the Secretary of the interior, who is his superior officer and who transmits these reports to the President. Almost every small library gets government documents—and every library ought to get the documents of the state in which it is located. The librarians of such libraries will find it necessary to acquire a knowledge of the machinery of

government, for without this knowledge it will be impossible to catalog public documents.

After the authorship question is disposed of there immediately arises the necessity of following the author's name with a description of the book—just enough of its title to completely describe it. As to the recording of further details the gods disagree, and when this happens the common-sense of the cataloger has a chance. The reader who is looking for a given book by a given author does not care for any further description of the book except as to editors, translators and editions, and occasionally as to whether there is an illustrated edition of a certain book.

The author catalog, then, presupposes that the inquirer knows exactly what he wants. The usefulness of such a catalog is decidedly limited. At least two-thirds of the calls at the loan or reference desks are by title or subject. The average fiction reader is not well informed as to authors. She isn't studying authors; she is passing the time away. She will ask for the Honorable Peter Stirling, or the Sorrows of Satan. She hasn't any interest in Paul Leicester Ford or Marie Correlli. Children up to the grammar grades almost invariably call books by title or name of series. This leads me to digress for a moment to say that parents and teachers make a mistake in not leading the children to have some interest in the personalities of their authors. A boy who reads Kirk Munroe's books—and what boy does not?—is easily interested in the life of the author.

The catalog must contain title entries in order to meet the demands of patrons to whom the author's name is unknown, unless the title itself contains the name of a subject heading in use in the catalog. Dana's Manual of geology needs no title card, because its title includes the name of its subject. Donaldson Smith's Through unknown African counties, also requires title entry, because, while the title gives a clue to the subject it does not define it exactly, but contains an unknown quan-

tity. Some reader will call for it by title some day, and you can find it more readily by title entry than by looking through all the cross references under Africa. All fanciful titles should be entered, as, for example, Under the southern cross, Exotics and retrospects, Old red sandstone, Chips from a German workshop. This should be liberally construed. One of the most valuable features of the Peabody catalog is its abundance of title entries.

The author and title entries provide only for the questions asked by people who are prepared to specify their wants in one way or another. Half the people who come to libraries do not know what they want, and it is a vastly more difficult matter to make a catalog that will meet their needs. The subject catalog is the key to the subject-matter in the library, and to make such a catalog and do it well requires the highest degree of knowledge, skill, and common sense. It is a sort of a minute reclassification of the library, book by book, and often chapter by chapter. Much thinking is expended upon it, for of it is much required. The book is classified as a whole, but it must be cataloged in detail.

When speaking of subject cataloging I refer always to a dictionary catalog. I regard the class catalog and the alphabetico-classed catalog as quite out of the question for all but a few special libraries.

In making the subject entries you must ask yourself: 1) What name is the commonly accepted name for the general subject-matter of this book? 2) Are the people who are in search of the information contained herein likely to look for some other name? or, to state it differently, Has the general subject-matter more than one phase? This problem comes up in connection with the Referendum in Switzerland. Naturally the student of democratic government will turn to referendum in the subject catalog, while the student of Switzerland's affairs would instinctively look for Switzerland, constitution, and government. Such a book is entitled

to at least two subject entries. Having disposed of the general subject-matter it is necessary to take account of such material as is included, but which cannot be covered by the general heading. There may be a special chapter on a subject that has but a meager literature, or upon a subject for which there is an extraordinary demand. It is this work of analysis which makes a subject catalog a work of reference as well as a catalog. The more of it the catalog contains the better, but it comes high for it consumes much time, and trained assistance is generally necessary if it is to be well done.

The simplest form of cataloging is the making of a fiction catalog for a public library. Three entries under author, title, and the heading Fiction, are all that are required. Outside of the class literature each book requires a much more minute examination with a view to bringing out all its strong points.

Suppose you have the second annual report of the New York fisheries, game, and forest commission. On examination it proves to have a great deal of information about the three subjects contained in its name. The man who comes in to see what you have on any one of these topics could use this book, so it has separate entry under Fish and fisheries, Game and forestry. It also contains a sketch of the John Brown farm in the Adirondacks, with notes of Brown's life. Since John Brown's body moulders in that Adirondack grave this sketch is worth a card in your catalog. And you are not through with this report yet. There is a good deal of material on Lake George, with beautiful illustrations. This is a subject that has not a very large available literature, so you bring it out in your catalog. Some day some fifth grade children will come in and tell you that they are to have a debate at school on the subject: Resolved, that Lake George is more beautiful than Lake Lucerne, be glad you have this entry in your catalog.

The reader who consults the subject

catalog is likely to want a fuller description of the books than the one who consults the author catalog. A man who is looking for books on mechanical or electrical engineering may be looking for a primer or he may want the most advanced and technical treatise; he may want the subject in a condensed form, or he may wish to exhaust the subject; he may be looking for definitions or he may want plates of drawings, and in any case he does not want a book 10 years old if he can get one that is just from the press. As far as may be, with due consideration for the economics of the cataloger's time, the reader should be furnished with facts concerning the character, size, and date of books.

The final step in subject cataloging is the making of subject cross references. It is not enough that you should have every book entered under its specific subject heading. It is not enough that Taussig's *Work and Wages* should be entered under Labor and also under Wages. Every general treatise on economics contains discussions of the two questions, and if a person wishes to ascertain the entire resources of the library on the subject there must be a warning guidepost reading—Wages; see also Economics. Then, lest anybody should suppose that all the books on various phases of economic discussion are under the heading Economics, there must be another guidepost reading Economics; see also Labor, Wages. And still you haven't provided enough safeguards for the reader. He may not know that the recognized name for the subject in question is economics, so there is another guidepost which says Political economy; see Economics. In the same way every subject heading has to be studied with regard to its related subjects and the contents of the library, and even for a small library this is a very considerable task. The A. L. A. list of subject headings is a friend in need in this connection. For subject headings and sensible cross references I commend the first catalog of the Car-

negie library of Pittsburg to beginners in cataloging.

After the catalog is complete and up-to-date it must not be supposed that it will supply a lack of intelligence or information on the part of either the library force or the patrons. No machine has ever yet been invented that eliminated the human brain from participation in this world's work.

Special training is necessary before anyone is competent to make even a simple catalog according to modern standards. The librarian who intends to do professional work should make some effort to get, at the very least, as much of the work of the summer schools of library science as possible. The librarian who doesn't intend to do professional work, who is in the library merely because she needs the money, or is related to some member of the board, is perfectly hopeless material for the summer school, and trustees owe it to their communities to see that no such person is long permitted to curtail the usefulness and influence of the public library.

Many small libraries send to the library schools for expert assistance in the classification, cataloging, and general reorganization of the library. This is good as long as it lasts, but I should like to see some way devised by which the small library should have annually at least two months' visitation from an expert. If half a dozen towns should unite their resources I believe this could be done. We would then have traveling librarians, and the local librarian would have the benefit of the teaching of an expert worker.

Trustees also owe it to their libraries to see that the librarian gets an opportunity to attend the summer school. It is just as legitimate and commendable for a library to send its librarian away to get new methods and make investigations as it is for a school board to send the superintendent away on a similar errand at the expense of the district.

No man liveth to himself is as true of librarians as it is of any other class of men.

Some Problems in Cataloging*

Marie Ganley, Detroit public library

"There is no royal road to cataloging, he who would attain the goal must learn to 'labor and to wait.'" The practical, prosy catalog is accepted as a matter of course by the ordinary patron of the library, to whom it represents merely a list of names and titles, requiring no special qualifications to arrange more than the simple knowledge of the alphabet, and who does not possess that? A library is a collection of books on every branch of knowledge. A catalog is a means of revealing all the resources concealed in this collection, in such form that whatever it contains on any subject may be found with the utmost facility. The cataloger must therefore have sufficient intelligence to handle these widely different books, classifying and grouping them so that the unlearned as well as the scientist may be provided with the convenient pilot to guide him on his way. A scientist is permitted to be only a specialist, but the cataloger is required to know enough of all subjects to be able to classify and put under proper headings all the works of all the specialists; and woe to him if an error creeps in, immediately the public seizes it and holds it up in ridicule. All his strong points are lost, the error alone remains; the old adage, To err is human, is forgotten; the cataloger must be infallible. On cataloging and its problems many persons have said much, everybody something, and no one enough.

The questions of broad or close classification; card or printed, classed or dictionary catalog, have been the occasion of many animated discussions, as you all know. Every cataloger must decide these points with reference to his library, class of patrons, number of books and special needs. A broad classification and classed catalog, which might be used with effect in a college library, would be utterly useless in a free circulating library, where, sooner or later, it will be necessary to adopt a

fuller and closer classification, the same being determined by the books on the shelves, and not by a theoretical tabulation of human knowledge.

When once this system is agreed upon, then comes the mooted question, How rigidly may he follow it? Local exigencies very often clash, and unless he knows the happy medium his cataloging is likely to become an excellent exponent of the system, but not just what the public needs.

There is considerable distinction between classification and cataloging, titles may be multiplied in a catalog, but each book can be assigned to one place only, and that place must be the particular point in human knowledge to which the author designed it.

A cataloger is, therefore, obliged to exercise greater discernment in classifying than in cataloging. Expediency would place books on the shelves with those on like topics, even if they fit better in another class.

To ascertain the subject of a book, first read carefully the title, since doubtless it was chosen with the subject matter in view; but as many titles are misleading, do not class from the title alone, else you may have Diet of Worms under Worms, and Anatomy of melancholy under Medicine. Then examine the table of contents, headings of chapters; or, a perusal of the preface may assist in determining the purpose of the book. Consult also reliable catalogs, encyclopedias, and literary reviews. If the aim of the author is still obscure, lay aside on what Mr Dewey calls an under-consideration shelf, until you can make a more thorough search; or if it is a scientific treatise requiring a special technical knowledge of the subject, if possible obtain the aid of a specialist, who no doubt will be glad to extend a helping hand to the bewildered cataloger. If this last resource fails, put the book in polygraphy, which, translated, means I don't know, or, better still for the easy-going cataloger, refrain from purchasing books which may be difficult to catalog.

A long title-page presents a formid-

*Read before Michigan library association, Nov. 10, 1900.

able aspect to the cataloger, the transcription of which is not in the popular mind regarded as a matter of science. For a special bibliography it would be necessary to copy the entire page; but for a catalog it should be abridged, paying close attention to the sense of the title, and preserving the order of the words as given, using dots for omissions and brackets for insertions.

This demand for accuracy might imply disrespect for the intellect of the copyist, but everyone thinks he can catalog books and everyone makes mistakes in doing it; a mistake once made is likely to be repeated in all other entries when copied from the first one, and unless made conspicuous from its absurdity, escapes into the printed catalog in perpetual evidence against the cataloger, whose only consolation is, that no catalog is without errors—in the best it is easy to pick flaws. It is easier to criticise a catalog than to compile one.

What's in a name? In cataloging, trouble and annoyance, as no painstaking and conscientious cataloger will accept unchallenged the name of the author as it is given on the title-page (unless it is one whose identity is well established); it often appears in different forms—due to translation into different language from the original, variety of spelling, or to its being composed of several parts, that is, preceded by prepositions and articles—and he must avail himself of authorities at hand to aid him in deciding on the best form and the one he wishes to adopt for his catalog. For a small library obliged to economize it would be expedient to use the simplest form of the name necessary for identification, rather than condense the titles of books; full and explanatory titles of books are of more value to the general public than names of authors with a procession of given names prefixed.

When finally the form of name is determined, strict uniformity must be adhered to in its use, making references from other known forms, enabling the consulter of the catalog to find the real

entry by whatever variety of name the author is known to him.

The prevailing custom is to give an author's name in as complete a form as possible, and a great amount of time is squandered in unearthing a Christian name that is persistently discarded by the author. Dictionaries differ in respect to these rejected names, or their proper sequence; this is particularly so with French names. Mr Parker, of the Peabody institute, gives an excellent recipe for a French name: "Take a French infant, whether male or female makes very little difference (as the name is not indicative of the sex, for the first name of the great Lafayette was Marie), then pick out the name of a saint, the names of two or three apostles, and of two or three sponsors, male and female; then, when the request is made to name the child, shake these names together and let them arrange themselves according to their own sweet will; when the child arrives at years of discretion he can select which of these he will use, and the others can remain in a state of innocuous desuetude unless he should happen to write a book, and then the cataloger will get on his track, and bring forth to his astonished gaze more names than he ever suspected himself of possessing."

One would have to be a conjurer to solve the Woman question in cataloging. As an author, she gives comparatively little trouble while unmarried; but when she becomes Mrs J. Jones, then comes the question, Shall her books be cataloged and renumbered, or shall the cataloger simply add her new name in brackets, making necessary references and making no change in the numbers? This would allow her to marry times innumerable without disturbing the equanimity of the cataloger, who will have to write only one reference card for each marriage.

The question is still more complicated if the library includes also books by Julia Jones; if they are upon like subjects, and published within reasonable time, they may be by one and the

same author, but the cataloger must prove it before he commits himself.

It would be a great boon to catalogers if women were sworn to celibacy before entering the literary profession.

Pseudonymous books offer another cause for discussion. There are catalogers who follow the rule of using the best known form of the name, whether real or assumed, or the one most frequently used in his writings; with some names this would be difficult to decide; and as the decision rests on an individual opinion, we find the main entry in one catalog under the real name, with reference from the pseudonym, and in another under the feigned name with reference from the real name. Ian MacLaren's books are published and equally well known under his real name and his pseudonym, and were we to follow this rule strictly, we would have his theological works under Watson, and his stories under Maclaren. Entering pseudonymous works under the real name when it is known offers the easiest settlement of this argument; like all rules this has its exceptions, as in the case of Melanchthon, Moliere, Voltaire, and others, who are universally recognized only by their assumed names.

Catalogers whose libraries have purchased or are purchasing Ernest Seton-Thompson's books will be interested in learning that Thompson is an assumed name which he is about to drop. This information came direct from the author on the occasion of a recent visit to our library, when he expressed his preference for his real name, Seton, and was disappointed to find himself ticketed under Thompson.

Anonymous books have at all times presented stumbling-blocks to the cataloger; one of his chief difficulties is caused by his attempts to frame workable rules for their arrangement. According to the British museum rule a book which has been published without the author's name always remains anonymous even after the author's name is well known and the book has been republished with the name on the title-page. By this means you have the same book

in two places; for instance, the anonymous editions of Waverley are cataloged under title and the others under Scott. For cataloging purposes it surely ceases to be anonymous when the author's name is known, and if we decide that all anonymous books shall be entered under the author's name when known, the question has still to be answered, what is to be done with those that remain unknown? In some catalogs the plan is adopted of placing all anonymous titles under the useless heading Anonymous; others select the leading word as that which best explains the object of the author. If there are two or more leading words it would then be difficult to decide, and might be put under as many headings as there are catalogers, and leaves to the judgment of a cataloger the settlement of a question on which, all experience shows, judgments differ widely. Mr Cutter's rule: "Make a first word entry for all anonymous books, except anonymous biography, which are to be entered under the name of the subject of the life," is a simple, unmistakable rule, and relieves the cataloger of all perplexities.

The title-page of an anonymous book yields no information whatever, but somewhere in the body of the book the author uses language which makes him without question the author of a certain other book; turning to this other book the cataloger is again confronted with an authorless title-page, declaring it to be By the author of —, still a third book, which fortunately reveals the author's name.

But he is not always so successful. In such case he must seek for information in catalogs of other libraries, literary treatises and reviews, and he is to be congratulated if he does not meet with conflicting statements equally unfounded, and no basis for making a distinction as to the greater trustworthiness of this or that authority. In this latter instance he reports no result, which is infinitely better than a false result.

We now have the vexing problem of cataloging Elizabeth and her German

garden, and Solitary summer, by the same author; if we should follow the rule of first-word entries we would have those two books, which are known to be written by the same author, in two places. We simply make an exception to the rule placing both books under Elizabeth, notwithstanding the attributed authorship to Princess Henry von Plesse, or Countess von Arnim. Books by the author of Miss Toosey's mission would come in the same category.

Card or printed catalog, or, rather, Card and printed catalog—both cooperate in assisting the library to unfold its treasures to an inquiring public.

The card catalog is subject to much criticism, owing to its being limited to one or two copies, and it takes more time to consult than does the printed page, where the eye takes in perhaps a whole subject at one glance, while the cards must be turned one at a time.

The printed catalog offers facilities to an indefinite number of students at the same time, while the card catalog accommodates only one for each subject. The card catalog can be kept up to date, while the printed catalog is out of date before it leaves the printer's hands.

Thus each has its advantages and disadvantages, which are overcome only by supplying both. If the printing of the entire catalog is financially impossible, lists on special classes or subjects may be printed as the demand requires. It is not necessary that these lists be elaborate specimens of bibliographical skill; but it is necessary that they embrace everything that the library contains on that class or subject, making use of collected works, essays, and related subjects, as much valuable material is inclosed in such essays and monographs.

Pamphlet literature is another thorn in the flesh for the cataloger, especially if allowed to accumulate without being properly cataloged. The ideal method is to catalog a pamphlet with the same accuracy and fullness as a book. They are often on subjects of immediate interest, and more useful than many of

the large volumes in the library; if they are worth little at the present time they may be invaluable in the future.

Local pamphlets, particularly, should be prized and well taken care of. Our library is at present shelving a large number of pamphlets, each one of which is about Michigan, by Michigan writers, or published in Michigan.

Some of them are nothing more than leaflets, as Thanksgiving proclamations, handbills, invitations to church suppers, announcements of society meetings, etc. The pamphlets which can be classed are given the most specific class figure and placed in pamphlet boxes with their respective classes (unbound volumes of periodicals, reports of institutions, and university catalogs might be treated in the same way); the others will be used to enlarge our Michigan collection—none discarded—a means of ready reference provided for all.

The choice of subject headings is still another trial to the soul; while without impropriety the same book might be classified at different times under different headings, according to the varying phraseology of authors, the evident purpose of the catalog, which is to concentrate the resources of the library on a given subject, is imperfectly fulfilled. Each book or article, as recorded, should be assigned to the most specific heading directly suggested by its title or contents, with an absolute consistent use of the same heading for the same subject, and references from synonymous terms and allied subjects.

To secure this uniformity, make a list of your subject headings, adding new ones when necessary; or, if you have a copy of A. L. A. Subject headings use that for your list, checking those you use and interlining new subjects as they come up. As we have already decided that the catalog is to be simple and clear enough for the least intelligent of our readers, choose the simplest form of the subject name, the one under which you suppose he would be most likely to look for it. Outside of a college or scientific library, how many would first

look for Birds under Ornithology, or Insects under Entomology?

Cross references should of course be made from the scientific to the common name, from the unknown to the known. Technical words and words in common use are sometimes written so differently that it is always a convenience to find entries under the various orthographies.

If the cataloger has been injudicious in the selection of his subject heading, the cross reference will lead the reader to the one he is seeking, providing they merge not into a sort of endless chain affair, and the reader is referred from Horseless vehicles to Automobiles, and from Automobiles to Motor carriages, and then, behold! no book under this last heading, picture the dismay of the seeker.

As to debating the question of classed or dictionary catalog, I would consider it an extravagant waste of time; while classed catalogs are good for those who can use them, no library which is to cater to the less cultivated portion of the community should be without a dictionary catalog, either printed or on cards. Catalogs should be made for readers, and not for librarians and catalogers. The most universally comprehended compilation of knowledge is the dictionary. All know how to use it, and the closer our catalogs imitate this model the more helpful will they be for our readers.

Carnegie's Interest in Libraries

Andrew Carnegie's interest in public libraries is explained by the following anecdote, told by himself:

Another determination I formed in my boyhood in Pittsburg, which I have been able to carry out. A gentleman named Col. Anderson let it be known to the working boys that he could always be found in his library Saturday afternoons, and would be glad to see them there. I went as soon as I heard of this. Strange to say, there was some question about my right to come in under the head of working boys, as I was now a telegraph operator. That made me indignant. So I sat down and wrote my first contribution to print

in a letter to the Pittsburg Dispatch. I insisted that any young man or boy who worked, whether with his head or his hands, was entitled to be known by the honorable designation of Working boy, as I signed myself. After that I had no trouble, and I found that Col. Anderson permitted us to take his books home with us. I saw how much good he was doing, and I determined then and there that if I were ever able to do it, I would provide free libraries for people who worked. That has been one of my hobbies that I have carried out in Allegheny, Braddock, Johnstown, Pa., Fairfield, Ia., Edinburg, Dunfermline—the home of my boyhood—Aberdeen, Peterhead, Inverness, Ayr, Elgin, Wick, and Kirkwall, and if I live there will be more yet, especially in and about Pittsburg, libraries combined with art galleries and halls.

—*Springfield Republican.*

Transfer of Books in the Same Family

Our library has open shelves with the Newark charging system, and never allows the transfer of a book from one card to another. Every volume must be returned to the issue desk, and after being examined and discharged it is taken to its proper place by our regular assistant. If the person who returned the book wishes to wait half an hour or less, until it is shelved, he may take the volume out again on the card of any other member of his family, provided, of course, that he gets the book from the shelf before it has been selected by someone else. This plan seems fair to all our readers.

Any book in the library except fiction may be reserved on payment of 2 cents, and will be held 24 hours after the notice has been mailed. G.

I do not see why there should be any distinction made in loaning books on the ground of family relations. If I am entitled to the use of the library, I do not see why I may not take the book I want simply because my brother, instead of John Jones, has just been reading it.

READER.

Public Libraries

(MONTHLY)

Library Bureau	-	-	-	-	-	Publishers
M. E. AHERN	-	-	-	-	-	Editor
Subscription	-	-	-	-	-	\$1 a year
Five copies to one library	-	-	-	-	-	\$4 a year
Single number	-	-	-	-	-	20 cents

PUBLIC LIBRARIES does not appear in August or September, and 10 numbers constitute a volume.

THE committee on arrangements for the A. L. A. meeting at Waukesha next summer, held a meeting in February to further the plans for the entertainment of the visitors to that famous resort at the annual meeting of the A. L. A., July 3-10. While definite arrangements cannot yet be announced, the plans for the entertainment and business have progressed far enough to foreshadow a very delightful and profitable time for all who will attend.

We learn from one of the officers that it is the intention not to let the librarians west of the Allegheny mountains furnish all the audiences, but that a determination is spreading among the eastern contingent to match the attendance of the western members "one for one."

Both sides can afford to enter into such a rivalry as this, which can but result in a larger attendance, and therefore a wider extent for the influence of the A. L. A.

THE program of the library section of the N. E. A. is about ready and the topics to be presented can not fail to interest librarians generally. Detroit may be easily reached from Waukesha, affording opportunity for a lake trip, and librarians who are interested in furthering the work of the section will be cordially welcomed at the meetings. While the primary object is to interest the schools in the advantages of the library in school work, still librarians out of their experience can assist in developing the ideas to be emphasized.

WE are in receipt of a very graphic description of the closing scene in the election of a state librarian for Tennes-

see, from Observer, who makes some very caustic, but merited remarks, on the situation which he pictures. It seems almost too deplorable to be true, that persons who would make such spectacles of themselves as are reported in the press of the state are to be placed in charge of what might be made strong educational centers for the whole state. We cannot see our way clear to publish the account of weeping women, kneeling to plead with members of the legislature for their votes, as it can only make the right-minded librarian feel sick at heart to know that such methods prevail. But the circumstance and situation is certainly a call to the librarians everywhere to redouble their efforts to lift out from political patronage the state libraries, and other libraries as well, wherever such conditions are to be found.

EVENTS travel in cycles. How like some of the recent utterances of a few librarians on the subject of open shelves are the following sentiments taken from an editorial of September, 1871, in one of the leading newspapers of the country:

A word as to the new catalog and its uses. In the old library rooms it was found convenient to allow those who wished to take out books to have free access to the shelves, where they could see what books were there and could make their own selection by the eye. In the new building it will not be possible to permit this, and the selection must be made from the printed page of the catalog—a change which will no doubt be complained of by many. But to the majority of readers, as soon as they have learned the method of the catalog and got the hang of the new arrangement, this change is a great advantage. A clean printed page is much more quickly read than the backs of fifty or sixty books, stored on shelves which must perhaps be reached by climbing; moreover the catalog can be consulted at leisure, at home or in some place more favorable to choice than the jostle of a crowded evening, when a hundred people may be seeking books at the same time. Again, the use of the catalog will train young readers to more method in their selection, and to a better knowledge of books in general. The Scotchman complained of his dictionary because it had "braw stories but unco' short," yet a dictionary and a catalog are among the best books that we can take for occasional reading. And our citizens will find after the exercise of a little patience at first, that the new

system of choosing books by the catalog and taking them out by card is better for them as well as safer for the library than the old higgledy-piggledy way.

THERE is much enthusiasm in library extension kindled by the renewed liberality of Mr Carnegie in giving for library buildings. It falls to the duty of librarians of experience and wide knowledge to lend their aid to guiding this enthusiasm, so that the best results may be obtained with the abundant means that are being poured into the library plans.

One of the points that needs emphasis is the fact that beautiful library buildings do not make libraries. Pres. Garfield once said that a log with Mark Hopkins on one end of it and a hungry mind on the other constituted a university. The life of the community and the spirit of the librarian are by all means the most important factors in the library problem.

A careful adjusting of the library building plans to meet the needs of the community, as to locations, purposes for which the building is to be used, funds for administration, manner of serving the public, and required assistance, all these should be carefully considered before the attempt is made to put up a library building.

There are several new library buildings which have evidently been built without regard to any of these things. Librarians of experience should not wait to be asked to enter into the discussion of these things by the inexperienced, but should write to those in charge of the matter and let them know where they may find reliable information on the various branches of the subject. This can be done without officiousness and without giving offense, and it is a duty which they owe to the general public to help the new library centers, avoid the mistakes in building which have plagued those who have learned a sad lesson by experience.

THE receipt of a recent order for back copies of numbers 11 and 12 of PUBLIC LIBRARIES from one of the leading librarians in the country, illustrates a

weak point in the equipment of many library workers who are technically well educated.

We do not wish to make the point that everyone should be well enough acquainted with this publication to know that there are only 10 numbers a year, but we do wish to emphasize the point that in making out an order for numbers of any magazine, or for any sort of material needed, the librarian ordering them should know definitely what he wants, and should so clearly state his desires that there can be no possible mistake as to his meaning. It is this lack of knowledge or thought in regard to these technicalities that causes business houses often to lose confidence in the business qualifications of librarians, and to mistrust their ability to carry on the business side of the work.

It is a common occurrence to receive such an order as the following: Please change my address to New York; John Jones. Our records are kept by state and it necessitates considerable work, sometimes fruitless, to find the right John Jones, and consequently more correspondence. It would make things much easier for all concerned to state the address that is to be changed rather than the name of the person owning it.

We take this opportunity to state again the rule that subscriptions are continued until ordered otherwise.

THE International kindergarten union holds its eighth annual convention in Chicago, April 10, 11, and 12. This is a federated organization representing 70 kindergarten clubs and kindergarten associations in all parts of this country and Canada. It is the largest kindergarten organization in the world. Caroline T. Haven, of the New York city Ethical schools, is the president, and will conduct the three days' session during the Easter holidays. The Chicago Kindergarten club, with a membership of over 200 (which is 18 years old), is to be the hostess to the International guests. No less than 1000 delegates and visitors are expected

The Key of Gold

There's a wonderful cave on a sea-beat shore,
And its secret is known to few,
But the murmuring waves, as in days of yore,
Repeat the story anew.

For both wind and wave round the mystical cave
A curious legend know,
Of a famed magician who dwelt there once,
Many long years ago.

He was gentle and good—this venerable sage—
And in wisdom and knowledge grew;
For all that was best from east and from west,
And from every clime, he drew.

And his stores of knowledge and boundless wealth
Were free as the air of heaven;
To each wayworn guest both refreshment and rest
In the wizard's palace were given.

Its massive walls were studded with gems,
Its floor was of burnished gold,
And gleams of light from the ceiling bright
Of matchless splendor told.

There were sculptured marbles, and wonders of art,
And hangings of tapestry rare,
While swinging censers of incense sweet
With fragrance filled the air.

Both poor and great were received in state,
And attended by couriers fleet;
Were arrayed in linen and robes of silk,
With sandals soft for their feet.

And each guest might stay for a year and a day,
For the welcome was ever true;
And free from the strife and turmoil of life
Each soul in beauty grew.

Then to each and all in the magic hall
Who marveled at wealth so great,
The wizard told of the Key of gold
Which brought him his vast estate.

"Full many a guest from east and from west
Has come to my cave by the sea,
And by sharing my wealth I have doubled my store,
So this is the golden key.

"For all who came are now known to fame,
And from poverty's chains are free;
There's no wish to shirk in the world of work
For the knights of the golden key.

"And in their prosperity, wealth, and power,
They neither hoard nor save;
But rememb'ring his aid in their hour of need,
They give to the king of the cave."

A silence profound reigned on all around
While the sage his story told,
Then one and all gave response to the call
For knights of the Key of gold.

There's a modern palace with wealth as great
As that of the cave of yore,
And "By sharing my wealth I but double my store,"
Is the legend inscribed on its massive door.

Its walls are studded with priceless gems,—
The gems of the realm of thought,—
And in every age and of every clime
The richest and best are sought.

And its wealth is free, for the golden key
Unlocks the treasures of old;
And the guardians there giving faithful care
Are knights of the Key of gold.

ZELLA FRANCES ADAMS.

The Best Catalog for the Small Library

Faith E. Smith, librarian, Sedalia (Mo.) public library

The thing that hath been is that which shall be, and that which is done is that which shall be done, and there is no new thing under the sun.

The question of the best catalog for the library, large or small, has been so long a settled question, that we now see in print or hear in conventions very little about the matter. Some of you who are here today have heard it discussed pro and con, until it became a one-sided question and then it was dropped. Now we feel inclined to rank it with such debating subjects as, Is marriage a failure? A catalog on cards is admittedly the essential catalog for every growing library, no matter what printed catalogs or finding lists the library may have. Even conservative Englishmen admit that the card catalog is the most serviceable for all libraries but the largest, i. e. those of which the catalogs have to be printed in the interests of knowledge.

It is not an uncommon thing to find among us a library whose only catalogs are finding lists issued several years ago, and the only index to books added or discarded since then is the memory of the librarian. The would-be borrower must look through several lists and several classes before finding the author he wishes; then, on calling for the book he learns that it had worn out and was withdrawn from the library some time before. Very fortunate is the reader under these circumstances if the library has not grown beyond the librarian's memory, and she is still able to tell, not from any records, for she has none, but from her own recollection, that this or that book was never in the library, or it was once but now has disappeared. But the librarian's memory is not always to be trusted.

If our small library is to be a growing library, we must have some scheme for keeping the catalog up to date, adding cards for new books and discarding

cards for lost books. The smaller the library the greater the effort should be to make every part of it as available as possible. It is not sufficient to give the people simply a list of the authors and titles of the works in fiction, history, biography, etc. We must and can satisfy the boy who wishes to see our books on electrical engines, the woman who delights in books on domestic economy, the man who wants the latest book in the library on trusts. The printed finding lists are too general in their classification, too brief in the information given, to satisfy these demands, and, besides, they are not complete. As Mr Cutter says: The objects of the catalog are, to enable a person to find a book of which either the author, the title, or the subject is known; to show what the library has by a given author, on a given subject, in a given kind of literature; to assist in the choice of a book as to its edition, as to its character.

Admitting that the card catalog gives this information most satisfactorily, and assuming that this is understood by all to be an arrangement of cards in drawers or trays, we will drop all consideration of other forms of catalogs, and turn to points of adaptation of this catalog to small libraries. The first point is the arrangement, or the kind of catalog. We must first consider, in making our catalog, the community in which the library is situated, and must choose that catalog best adapted to the grade of intelligence of the people. One arrangement used in many libraries is called the *Classed catalog*. The authors and titles are arranged in one alphabet, while the subjects are arranged according to some scheme of classification, whether this be the Dewey Decimal classification, the Cutter Expansive classification, or some other. The advantage of this adjustment is that it is logical, and related subjects are found near together, subordinate subjects following the general. It can only be used with an index. The reader looks in the index for the subject he wishes, and finds a reference to a combination of letters or figures indicating the class number.

He then looks in the drawer of the catalog for that number and finds there the entries of all the books the library contains on that subject. The fact that the Classed catalog is a logical arrangement, and that it must be used with an index, presupposes some intelligence of the relation of subjects or knowledge on the part of the users, without which it will be found confusing.

The Dictionary catalog is not, as an embryo librarian once supposed, a peculiar way of cataloging dictionaries. It is a catalog in which all entries (author, title, subjects, etc.) are arranged in one alphabet, like the words in a dictionary. It is distinguished from other alphabetic catalogs by giving specific entry in all cases. If a reader wishes to know whether the library contains any book on the horse, he looks for the word horse in the catalog, just as he would look in a dictionary for the meaning of the word. Frequent guide cards in the drawers or trays facilitate the use of this catalog, so that the reader can tell at a glance, on taking out a drawer, whether he will find the author or subject he desires at the beginning or end of the drawer, and need turn over very few cards to find what he seeks. Another arrangement of the catalog has been suggested, and is now in successful operation in several large libraries. By this scheme the one alphabet is divided into three: authors in one, titles in another, and subjects in another. This throws together all the title cards, which are used many more times than the author and subject cards, and by many more people at the same time. The subject cards may then be kept in a separate case in the reference room, where the student may have free access to them, undisturbed by the maddening crowd.

Whatever be the arrangement, the one thing to be desired is simplicity; for at best the card catalog requires some intelligence and common sense to use it, and it may take some patience to persuade the public not accustomed to it to make the effort to learn its advantages. They would rather ask the

librarian or her assistant for what they wish, because it is easier. The dictionary catalog, consisting of an author catalog, a subject catalog, a more or less complete title catalog, all interwoven in one alphabetical order, or an arrangement by which these three are kept separate, comes the nearest to meeting this requirement, at the same time efficiently helping the public to those books in the library which serve their need.

In considering the details of the matter to appear on the cards simplicity again presents itself as a necessary requirement. It is very easy for us, in trying to give all the necessary information on the cards, to give too much, so that the new abbreviations, terms, and symbols become confusing to the reader. The absolutely essential items are the call number, in the upper left-hand corner, or in some conspicuous place where it cannot be confused with anything else on the card; the author, the title, and on the subject card the subject heading. The author card, enabling a person to find a book of which the author is known, must have the author's name at the top of the card, surname first, followed by whatever forenames can be easily ascertained either on the title-page or near at hand; a short title of the book followed by the edition, if other than the first; the number of pages (for other books than fiction); illustrations (not designating the kind, por. pl. or engravings); maps, if several, size, indicated by letter O for octavo, etc.; place and date of publication. The publisher's name might also be given, as this helps those who are familiar with publishers to judge of the grade of the book. Books that are in series, such as the American statesman series, should have a statement of that series added after the other items concerning the book. There are differences of opinion among catalogers on the relative importance of these items, as to which should be included and which disregarded. The title card, the one most used by fiction readers, need give little information. A short title

entered under the first word, or the most striking word, possibly the date and the author's name, are all the items necessary besides the omnipresent call number. If more information is needed by the reader, he can easily refer to the author card.

The subject card presents the most difficulties. The subject heading appears at the top of the card, guiding the reader to what the library contains on steam engines, surgery, the Chinese problem, or whatever it is that he wishes. The heading must be specific, expressing the special subject rather than the class to which it belongs — butterflies under butterflies, and not under zoölogy. It must be expressed in words familiar to people in general; use the heading Birds instead of Ornithology. There should be a generous supply of subject headings, and frequent references from one subject to another, so that there shall be no book in the library and no part of a book, which shall not be made available to the person in need of it. Besides the heading the subject card must include the author's surname and initials of forenames, as much of the title as will show that it bears on the subject indicated at the top; and when the subject catalog is separate from the author catalog, as much information should be given concerning size and publication as is given on the author card.

Other cards besides the author, title, and subject cards, appear in the catalogs, such as editor, translator, series and reference cards, but these do not require peculiar treatment in a small library, so I have disregarded consideration of them here. I might say, however, that it is seldom necessary to make cards for editors and translators in a small library, unless their work be noted, e. g. Longfellow's translation of Dante's Divine comedy, or unless the main entry of the work is under the editor or translator.

On investigating helps to be used in cataloging, we find that very satisfactory text-books may be obtained for little money. Cutter's Rules for a dic-

tionary catalog, considered by many to be the most comprehensive and thorough treatise on cataloging that has ever been compiled, may be had for the asking at the U. S. Bureau of education in Washington. The catalog of the A. L. A. library of 5000v. exhibited at the World's fair may also be had for the asking at the Bureau of education. Simplified library school rules, prepared at the New York S. L. S., for sale by the Library Bureau, are satisfactory for use in the ordinary public library. A. L. A. subject headings, are almost indispensable in assigning subject headings, unless a library owns the catalog of Peabody institute library, or some other help of similar value. The A. L. A. subject headings may be procured of the Library Bureau for \$2.

Annotations on the catalog cards have recently come into vogue in many libraries. These are short statements of the nature of the books, if a book of science, stating whether it is for the general reader or for the scientist. This work of annotation is very helpful and suggestive when it is well done, but very misleading and confusing when poorly done. Few librarians have the time to give to it, and many have not the skill or experience in putting into a very few words a characterization of a book, such as will entice a reader to choose a good book instead of a poor one; however, we may use the work of other people. Reviews in periodicals will sometimes, though rarely, give short satisfactory statements concerning new books, which we can copy on our cards, but these must be very carefully selected. Some libraries cut the notices of new books from the Publishers' weekly and paste these on the cards in the catalog. The New York state library each year issues a bulletin of the best 250 books of the year, giving concise annotations on each book. These bulletins may be had for 5 cents a copy. Annotations are fully as essential on subject cards as on author cards. They will help the reader to discriminate between the several books the library may have on his subject.

Fiction readers will be pleased to learn from the title cards whether a novel is historical, or dealing with some sociological problem, or picturing life in a certain country, or whether it is a simple wholesome love story.

Having supplied the library with the essential catalog, let us see whether this wholly meets the people's desires. It is clumsy for those who are not accustomed to it. It is very much easier to read down a printed page than to finger over a number of cards. People like also to have their own catalogs to use at home, to look over at their leisure and check as they wish. A young lady asked me a few days ago if the library would not have some of the new card catalogs for sale. If finances make it possible let the small library have, besides the card catalog, printed finding lists, title-a-liners. It may begin by issuing a list of fiction (as the largest per cent of circulation in most libraries is fiction), giving in this list authors and titles in one alphabet. Each reader may buy a copy for a few cents for his own use. When new books are added to the library, the lists may be published in the town papers, and each reader may cut these out and paste them in his own finding list. Later the librarian may issue a finding list for travel, arranging this by countries, then one for history, biography, juvenile books, etc.

Let us keep in mind the needs of our own community, and be watchful for new ideas to make our catalog still more useful to our patrons, hoping that not only what hath been done may still be done, but more may be done that hath not been done.

The difference in catalog systems is almost entirely in the arrangement of titles, which may be by author, by first or leading word of title, by subject, by date, etc., or by some combination of the various methods. A card system allows one to change from one arrangement to any other by rearranging the individual cards just as the individual books can be rearranged on the shelves.

—*Library Notes, Vol. 1.*

A Cataloging Symposium

At the February meeting of the Chicago library clubs the following contributions were offered in the cataloging symposium on the program of the evening. While very interesting in themselves the papers lose much from the absence of the large personality of the readers.

Series cards

Tina Skeer, cataloger, Lewis Institute, Chicago

Do you remember when you first began to catalog—when your head was full of carefully learned rules that promised a smooth road to success—when you had your little file of sample cards illustrating correct cataloging for every possible title-page—and when your eyes sparkled over a book whose author died before he intended to, and who left the task of annotating, finishing, enlarging, and translating to four of his descendants?

If you can remember this, perhaps you can also recall the first humiliations over difficulties which the text-book ignored, or, worse, referred to as "those cases where the cataloger must use his discretion." We all like to think we have discretion, and, oh! the pang of discovering that we haven't enough of it to decide whether a set of books is a series, or whether an unscrupulous publisher has invented something that looked like a series to trap the unwary!

This lament is also a confession. I ask your sympathy with one whose first conceit was vanquished by six harmless-looking volumes concerning famous women of the French court, by Imbert de Saint-Amand. Three of the books were about Marie Antoinette and three about the Empress Josephine. At first I made the main card like this:

Imbert de Saint-Amand, Arthur
Famous women of the French court.
New York, 1897-99, 6v. por. 12°

Contents:

Marie Antoinette and the end of the old régime,
Marie Antoinette at the Tuileries,
Marie Antoinette and the downfall of royalty,
and continued with the Empress Jose-

phine in the same chronological order, because there was no volume number given and because one man had written them all, which fact made it impossible to alphabet by authors. Then I began my analyticals after this style:

Imbert de Saint-Amand, Arthur

Marie Antoinette and the end of the old régime. (In [his] Famous women of the French court, v. 2)

and right there I came to a dead stop! What volume was it? I didn't know, and no authority threw light upon it. Then it flashed upon me that that little in in the parenthesis made all the trouble. How much easier it would be to leave it off, and, following the form of a series reference, say simply, Famous women of the French court! Yes, but then my card would not be an analytical at all. Well, just a little change would make it into a main author card. And when I looked at my original author card it looked so much like a respectable series card that it gave me a little start. Eventually it became a series card, and I made six full main author cards for each separate book, and put the series in parentheses at the end of the cards. This, of course, did away with the necessity for analyticals, or for the use of the preposition in.

By this time you may have guessed that series are like Gordian knots to me; they are bound up in so many deceitful ways! On days when I feel a bit melancholy I say to myself what Epictetus somewhere says, Man, thou hast forgotten thine object; thy journey was not to this, but through this. And on days when I feel strong and courageous I take for my motto this advice of a friend, When you find yourself in a hole that is too big for you the only thing to do is to swell out until you fill it.

Annotated catalog cards

Evva Moore, Scoville institute, Oak Park

The conscientious cataloger strives continually to make his catalog more useful—of more value to the public; therefore everything which does not contribute something to this end should

be eliminated, and the card left as simple as possible. The average person that consults the card catalog in a public library rarely learns more from it than call number, author, and title. Even then his ideas are very vague, and from the skeptical way in which he inquires for his book one would judge that he is thinking, What a contrivance! It is of no earthly value! and that he will not receive the volume inquired for.

That few patrons notice size, date, etc., is proven at the loan desk every day.

Only today someone called for Schoolcraft's Expedition, date 1834. This seeker after knowledge did not appear to be a person apt to be interested in such a book, so I watched to see what use he made of it. He did not find what he was looking for, and by a question I learned that he wished to know what the steamer traffic on the Mississippi was during last year.

What does a set of hieroglyphics like this mean to the uninitiated,—Ed. 3. enl. & rev. 6 + [1] + 165 p. D. B. 1877 strung along at varying intervals? Nothing; absolutely nothing. The inquirer has neither time nor inclination to unravel the mystery, and if he succeeds in finding an accommodating attendant who translates these symbols for him, he is but a very little nearer his object.

He knows the size and date, but whether it is the representative work of the author or one of the best books on the subject, whether it is an authority, its scope, its style—entertaining, original, or dry, poorly written, unreliable—of these things he is told nothing. Is not this the information most often asked for, and is it not what will be of most assistance to the public?

To meet this demand, and supply in part, at least, this information, some libraries have adopted the practice of placing annotations in the form of notes or comments on the catalog cards. These notes are always taken from some reliable source and the authority clearly stated.

The sources of the annotations are various.

Allibone is good for English books, as criticisms are already selected and all are signed.

In historical works, Adams' manual of historical literature may be consulted.

The usual things can be found in Lepoldt and Iles. Warner's library is of great assistance. Here, too, almost all articles are signed and of good authority. For recent books reviews are selected with care, and reviews of the latest are found in the most recent critical magazines.

Some of the library bulletins are useful as a means of supplying material. The Providence public library bulletin, as formerly published, was good.

The New York library school has issued catalog cards with annotation by members of library classes; these are good in my judgment, and we have used them to some extent. The list is quite comprehensive. We have already had some results as far as the public is concerned.

To the staff in general, and especially the inexperienced assistant, the annotations are of untold value.

In selecting annotations for the children's books great difficulty is experienced in finding annotations which may be depended on.

The Dial, Bookbuyer, Outlook, Sargent lists and miscellaneous lists, are all consulted. What we prefer, however, is to secure a personal comment of someone we feel speaks from a thorough personal knowledge of the book; it means more to us, to parents, and to children than the ordinary hackneyed expression.

The following from our superintendent of schools is a sample:

"Bordentown story-teller" contains a great deal of very valuable matter, but it does not seem to be put in a very interesting form.

"Historical plays of Shakespeare" are, I think, very fine; in some respects more interesting than those of Lamb.

"Courteous knight" is a dry, stilted, formal, harmless, sawdust kind of a production.

The whole idea is only partially developed as yet, as far as we are concerned, and many questions have arisen

which have not been entirely solved. The question as to which card the annotation should go on—main, subject, or both—after some hesitation we decided in favor of main, with the hope that some time it should be added to the subject card.

The questions whether comment should come on main card itself, or on a second card immediately following, with reference to it, and whether, in cases where short stories and contents appear on cards annotation should come before or after—these are questions not yet finally settled.

Some problems in cataloging a normal school library

Frances Simpson, Chicago institute

In the notice of this meeting which we received the term symposium was used. I fancy that the term has a meaning somewhat like love-feast, and since personal experiences are the essence of a love-feast, I shall offer no apology for the somewhat free use of the first personal pronoun.

I am to present this evening, as briefly as I may, some of the requirements peculiar to a Normal school library catalog. First and last and always, adaptability to its users. This essential, which may not be peculiar to a school library, is somewhat difficult to attain when we consider the three widely different classes who use or should use the catalog. They are the faculty of the school, the students of the pedagogical school—commonly called the training class, and consisting for the most part of former teachers who are learning new methods—and high school graduates, with a sprinkling of college men and women, and, lastly, the children of the "model school," who in our case range from high school to kindergarten age. In addition to this fact of the distinct classes of our readers, a feature peculiar to our own school must be kept in mind, namely, that practically no text-books are in use in Chicago institute, the resources of the library being asked to supply material for each day's work. Our need for adaptation is certainly obvious.

The next question to present itself is: Which shall be adapted, catalog or readers? I have no hesitancy in answering, both. Our catalog must be full enough and exact enough to supply the needs of the professional teachers who use it, and at the same time simple and terse enough to encourage the youngest reader to persevere in its use. I think you will agree with me that something of a problem is presented to the cataloger of Chicago institute library. She has tried to solve the problem by adopting or adapting the following rules and living up to them:

1 Enter all books under the author's full, real name, whenever it can be found, leaving space for filling in when only initials are obtainable. The temptation to use well-known pseudonyms, initials, or a former well-known name, has been very great; but it has been successfully resisted thus far by keeping in mind the fact that our catalog has an inherent right to be educative, and that, in a sugar-coated form, it can actually give to many of its users a great deal of information, when they do not even suspect that they are being informed, on many literary questions through the apparently innocent medium of a guileless "see" card. The question of married women who have remarried and continue to write has caused so much vexation of spirit as to give rise to the unkind wish that such remarriage might be made a penal offense. We have made one or two tentative exceptions for such offenders.—Wiggin. When a rule like the above is adopted we find that a rather strict uniformity seems best, though in the two well-known and oft-cited cases of George Eliot and George Sand, who seem to be entitled to two entries apiece in every catalog, an exception has been made.

2 For the title we have used the one given on the title-page, or a judiciously shortened form with dots, using, however, the most familiar form for the title card. *Tragedy of Hamlet—Hamlet*. This change has been made with

the limitations of the younger readers in mind. The title may include editor, translator, etc., when reasonably well known, though an additional editor card is not necessarily implied. The addition of this item is for the sake of the teachers and training class, who often need just that information.

3 When we come to the matter of imprint we are dealing with a vexed question. It has seemed best for us to note the following points in the order given: edition, followed by number, and the adjectives new or enlarged; main paging or number of volumes; illustrations, specifying only portraits particularly in biography, and maps in history and travels.

4 We give the publisher, omitting the place except in case of an unfamiliar firm or of foreign firms; date of publication, with copyright date when differing from the date of publication by more than two years.

5 We use series note following the date whenever the series is a well-known one, and generally make a series card. Most of these latter items are for the sake of the training class, who occasionally wish to buy a book recommended by some member of the faculty and owned by the library, and who need all the help that the catalog can furnish.

6 We put the call number in the usual upper left-hand corner, written in red ink, and the accession number type-written in the lower left-hand corner, where it will not confuse the readers.

7 A contents' note for sets of several volumes, with different subtitles, we usually find helpful for older readers. Explanatory notes are added when there is really something to explain, but that does not seem to occur frequently.

8 The arrangement is an alphabetic one.

We have made a large number of analytical references, which the scarcity of our resources forced upon us. A few of the subjects always brought out may be of interest. We always notice games, holidays, and their observance, children of other lands, primitive man, books and book-binding, printing, libra-

ries, children's literature, local history and child study, bibliographies of any value; this last chiefly to aid the teachers in ordering and the training class in knowing the literature of any particular subject. The limits of this paper have already strained the patience of this unfortunate audience, but I should like briefly to add one or two facts.

We have tried the experiment of a type-written catalog for more than a year, and are completely convinced of its feasibility. As an economical feature it is entirely successful, saving at least 50 per cent in time. The call numbers, subject headings, and tracings from the back of the main card, are written in red ink for distinctness, but every other entry is done on the typewriter with a black record ribbon.

In addition to our 10,000 books and several hundred pamphlets already cataloged, we have in our library over 15,000 pictures and about 2000 lantern slides, most of which are classified, but none of which are as yet cataloged. Any suggestions on the subject of a picture catalog will be most gratefully received. We have in mind an extended system of cross-references among the three catalogs when all shall have been completed, which we believe will bring out very fully the resources of our library.

Meeting of O. L. A. for 1901

The executive committee of the Ohio Library association met in Columbus February 14. There were present A. S. Root, president; C. B. Galbreath, 2nd vice-president; Kittie Sherwood, treasurer, and Olive Jones, secretary.

It was decided that the Sandusky meeting of the Ohio Library association be held October 1-4. A provisional program was agreed upon. (Further information in regard to this will be sent later.)

Two sessions of the committee were held, the first in the parlors of the Great southern hotel, and the second at the library of the Ohio State university.

OLIVE JONES, Sec'y.

A Note from Hannah P. James

Osterhout free library, Wilkesbarre, Pa.

All honor to the seven wise librarians of the seven normal schools of Wisconsin! They have gone to the root of the matter in their action. When the normal schools decree that training in library methods shall be a part of the curriculum, the problem of connecting the library and the schools will be solved. Moreover, the increase in the intelligence of the average teacher will be a hundred-fold. I feel like sending a vote of thanks to "the Seven of Wisconsin," and I think the A. L. A. should do the same. It is the shortsighted, ignorant superintendent, and untrained teacher, who are the lions in the path today. Let them be educated to appreciate the advantages of coöperation and our libraries will become in truth the people's universities. . . . I see you have an anxious inquirer concerning the matter of allowing members of one family to transfer books to each other. I had to stop that years ago, the privilege was so often abused. A woman told me triumphantly one day that they had kept a book three months by means of exchanges from one card to another. Two ladies who were working together at Christmas-time kept a book, which was in constant demand as copy (it was Michelet's *The bird*), for six weeks, and so on. So we ruled that books should not be so exchanged, and adhere to that rule in this library. Here, if anyone wants a book which has been brought in by them on another card, or by another person with them, they have to wait at least 20 minutes. Meantime if another person calls for that book they get it. It works well in the long run, and prevents the feeling by the public that books are allowed to circulate among certain cliques, and are not to be had by the general public. "The greatest good to the greatest number" is our aim, and human nature is so constituted that certain checks have to be laid upon its selfish impulses.

The Experience of a Library Apprentice

One of the members of the training class which was maintained by the City library of Springfield, Mass., last year, kept a record of the eight months of her work as an apprentice, or member of the training class, and of the four succeeding months, the closing months of 1899, during which she was employed as an assistant. This record may be of interest as showing the ground this particular person covered, and the proportions into which her experience fell in the different departments. No very set schedule was used for the training class at any time. The effort was made to give the members, as far as possible, experience in the elements of work in all lines.

No hesitation was felt in scheduling the members of the class for a large number of hours at the delivery desk. Experience in this line of work in the library is of the utmost importance. It gives one an insight into the workings of a library, trains one in the very difficult art of official courtesy, gives one a good knowledge of the needs and humors of borrowers, and much instruction in literature.

By way of explanation it should be said that the entry, "art library," means attendance in the room in the art museum—a separate building from that in which the library is contained—in which are kept nearly all of the library's art books, open four hours every afternoon. Binding means a little experience in the actual work of sewing and binding a book. Casts means attendance in the room in the art museum, in which a collection of casts of Greek and Renaissance sculpture has recently been installed, open four hours every afternoon. Duplicates means preparation for the shelf of duplicate books other than fiction. Elevator means attendance on the book-lift which runs between the delivery room, containing little save fiction and juvenile, on the first floor and the main floor where the bulk of the library is situated. This duty

involves such work near the book-lift as can be conveniently done there with interruptions, and the getting of books called for by cards as they are sent up on the lift, and so, of course, actual study of the shelves. Exhibition means attendance on displays of pictures, in part from our own art library, in part from the Library art club of Massachusetts, put up from time to time on movable screens in the lecture room in the art museum. Republican index means the work of indexing the Springfield Republican. This index is being compiled by a number of libraries in Western Massachusetts. Interchange means the looking after the preparation for circulation of periodicals among the members of the library staff. These periodicals number about 40, and are circulated by means of a slip bearing the names of the members of the staff, as they are in the ordinary magazine club. Round table refers to attendance at the meetings of the staff on Tuesday and usually Wednesday morning of each week. Science museum means attendance at the museum of natural history in the science building.

The total of hours here tabulated somewhat exceeds the total time spent in the library. This is because in some cases the attendance at a certain place is counted once, and the same time is counted again as reading, interchange, etc.

The division of hours of each member of the class was different, of course, from that here shown; and the subdivision in this particular instance was by no means as sharply defined as the tabulated statement would make it appear:

Record of hours spent in the several lines of work by a library apprentice-and-assistant during her first year in the library:

HOURS	WORK
25	Accessions
12	Art library
18	Bibliography
7	Binding
9	Casts
71	Cataloging
12	Classifying
29	Clerical work

21	Continuations
463	Delivery desk
48	Duplicates
157	Elevator
102	Exhibitions
42	Index (Republican)
71	Interchange
26	Observation
181	Periodical room
20	Preparing books
7	Printing
85	Reading
115	Reference
1	Registration
44	Round table
27	Science museum
37	Shelves in order
32	Typewriting

1662

Woman as Librarian*

Dr C. Nörrenberg, Kiel

A great deal of foolish matter concerning the women's movement in America is written in German newspapers. Women as mayors, lawyers, preachers, they delight in noting, and with sarcastic comments. Of other callings the great public hears little, and especially of such as offer large numbers of women an independent existence, and a satisfactory, successful activity well adapted to womanly qualifications. To this class of callings belongs that of librarian. As in teaching, so in the library profession over there women predominate, and on library conferences form the majority of participants and speakers, and stand on a footing of perfect equality and good understanding with their masculine co-workers.

The library calling demands no publicity, and nothing which is opposed to our inherited German conception of womanliness. It demands a sense of order, faithfulness in small things, and in some of its branches a certain pedagogical inclination or impulse to instruct and help others. The calling is, therefore, one well adapted for women, and if in Germany there have been hitherto only a bare dozen women librarians, while in America they have many hundreds, if not thousands, it is because America has long since pos-

sessed, and in large number, a type of libraries which we in Germany are only now creating.

There are two main types of libraries, and, accordingly, two different callings. The scholarly libraries, such as the university and great state libraries, and many of our city ones, serve the purposes of science. Their higher officers must be specialists; familiarity with such fields as higher literature, art, and art industries, matters which lie within the comprehension and interests of women, is less essential, and knowledge of this kind will for the most part lie fallow. Furthermore, in these libraries it is a question of a small and diminishing number of positions for which numerous applicants are already waiting. For instance, there are at the present time, according to the *Centralblatt Für Bibliothekswesen*, in the Prussian scientific libraries, 48 applicants for positions (23 for assistant librarians, 9 for assistants and 16 for volunteers), while (according to the average of the last eight years) there are only $4\frac{1}{2}$ library positions to fill, and this number is likely to diminish rather than increase on account of the comparative youth of the present librarians.

The hopelessness of the learned library career for woman need not trouble her, however, for the field of woman is not that of learning, but rather of culture, and that of the librarian not in the scholarly, but in the public library. This public library is to most Germans, even cultivated ones, an unfamiliar conception. That there are scholarly libraries for science, and peoples' libraries for the people (the great mass of those with little means and culture), is familiar to everyone, because we have always known such. But that there should be, along with the scholarly ones, libraries in which everybody, the most cultivated as well as the simplest workman, may find reading for culture of every kind and every degree, and also for good literary entertainment; that such public libraries are something wholesome and reasonable, because they give the cultivated man his due, and

*An article which recently appeared in the *Frauen-Arbeit*.

open to the intelligent man of the people the way to higher culture; that the people's libraries (Volks Bibliotheken) should be developed into these real libraries of culture—at least in the cities—that is a conception that only in these latter years, and very slowly, makes its way. The administrative bodies of many German cities still wear blinders, see only the so-called common people, and arrange libraries only for the needs of the lower grades of intelligence, while the need of inspiring reading for those standing somewhat higher intellectually is more pressing. Here and there beginnings are being made toward improving the conditions. A number of real public libraries have already been created, and more will follow.

Here, then, as in America, in the public library, the woman as librarian is in place. But let no one think that the requirements are small, or that the cultivated woman can make a claim to the head positions of the larger institutions. In the large cities the tendency is to bring all library institutions: a scholarly city library, perhaps, with the people's libraries and reading-rooms, into one organization under a city librarian, who naturally must be a professional, and possess the most comprehensive scientific and literary culture. Generally, also, the medium and large public libraries, which have not a scientific aim, but merely that of general culture, demand as head a man academically trained and thoroughly conversant with library economy, and it is well that women should cherish no false hopes in regard to such leading positions. Even in America the leading library positions occupied by women are few, although there, for a much longer time than with us, opportunities for study have been open to women. But even as head of one of the smaller public libraries in the medium and smaller towns, or as cultivated assistant librarians in the large public libraries, woman will find a rich field of labor. She must, however, make clear to herself what the calling demands of her and what it offers. It offers outwardly no high honors, and not much

money or means. It will be reasonable to make the salaries equal those of teachers of a corresponding grade of culture, and it is to be desired that these public libraries should be municipal institutions, assuring their officials at least a certain livelihood. The calling demands an almost complete renunciation of visible success. The teacher survives in what his scholars become; the librarian works and knows not for whom, for even when he has been to his readers a zealous counselor, how many thank him, or from how many does he learn how the good books are valued? Above everything, however, the library calling demands thorough preparation. First, in belles-lettres. Experience shows that three-fourths of all the books loaned fall into this class, and it is the opinion of a barbarian that this is an evil. Belles-lettres, including novels, although read mostly for entertainment only, not for purposes of artistic enjoyment, form, nevertheless, one of the foremost factors in education. The choice of the books must be made accordingly. It is not enough for the librarian to know at second-hand which novel writer is a poet and a respectable man, and which a shallow or lying one, pandering to bad instincts of the public; she must also be able to judge every new book by an unknown author which comes under her eye. She needs not only a comprehensive knowledge of home and foreign literature, but also literary judgment, taste, if she is to be the instructor of her public. She must have the same taste in the plastic arts. Her own judgment must tell her with audible voice whether she shall put the *Illustrierte Zeitung*, or the *Woche*, *Kunst für Alle*, or *Moderne Kunst* in the reading-room. She must also be informed, not exactly in all sciences, but as to the output of books in all fields; not only the nearest ones, like history and biography, geography and travel, natural science and physics, but also the political, industrial, etc. And all this knowledge of books must be no mere mass of material, but the whole field of literature must be surveyed, and so intellectually compre-

hended that the librarian has the system of all departments clearly laid out before her eyes, and according to that, can plan and carry through a subject catalog of her collection of books, and give each book its proper place. To make even an author catalog requires a great amount of knowledge and skill of a literary, historical, and practical kind, and logical thinking. Anybody can make a poor catalog, but for the making of a good one the requirements are many; among others a good, plain handwriting, an indispensable requisite for the librarian. A sense of order and painful exactness, even to pedantry, must permeate the whole activity. These things do not come to one of themselves, but can only be acquired, even by the gifted, through earnest work, and that requires time. Let no one undertake the conduct of ever so small a library who has not thoroughly prepared and trained herself, by preference in some well-conducted public library, for one learns the practical, administrative calling only by experience. For this reason I consider Hottinger's plan for a library school for women unconnected with active library work as impractical. . . . What cannot be learned, however, but must be inherent, is the impulse to teach and help others. Many users of the public library will come to the loan desk without knowing what they want to read, or the book they want is out, then it is the business of the librarian to estimate the reader with tact and judgment, and to advise, and to do this gladly and heartily. The book counter is a place from which the most manifold and richest influence may go out to the whole intellectual life of a city, and the public library should be, as much as possible, the intellectual center of the town.

But even the people's libraries of the lower sort, which are planned wholly for the common people and only used by them, offer a field for the cultivated woman not without its reward. But these town institutions are not in a position to pay their own officials, and where it is possible in the cities, it is to be hoped that these libraries will soon

give place everywhere to the public library for all classes. The tendency of the time is favorable to this, and it will come with economic advancement; the prospects in this branch of the library profession are, therefore, not bad. If women who are really cultivated, and take pleasure in spreading culture, devote themselves to this work, may they be perfectly clear as to what is required in the way of natural gifts, character, knowledge, professional training and skill; for if unsuitable elements enter the field and make a failure, it will put back the whole woman's movement. For such a calling as this only the best powers are good enough.—(Translated by M. E. H.)

Asking Questions.

The student who does not know how to ask for what he wants, and who waits for the librarian to select the book and find the place, is as far from gaining what he should in the library, as the teacher who tells his pupils to "look that up," without first making sure that the information is to be had and that it comes within the pupil's comprehension.

How to ask for things is something that most people need to learn. The librarian is established to help the people and finds it a pleasure as well as a duty to do so. The more clearly and comprehensively a student states his needs, the better the librarian can attend to them. If you want to know the date of Washington's birth, say so; don't ask for the biographical department. If you are going to teach the geography of Egypt, you will require different books from those that will give you a list of Egyptian kings, or from those that will give you information for an essay on the manners and customs of the ancient Egyptians. An experienced librarian can usually do a good deal of guessing, and so answer some extremely vague questions; but clear, comprehensive questions save time, and help the student as well as the librarian.—Selected.

The Length of Library Hours

The following table, prepared for a recent discussion of this subject, is published by request. The different char-

acter of the various libraries included makes comparison a little difficult, but the figures represent correctly the items specified:

LIBRARY.	Hours daily	Hours weekly	Difference for catalog	Half holiday	Vacation	Time allowed for illness	
Buffalo Public	8	48	No.	Yes	2 wks.	Yes up to 30 days	Half holiday July and August.
Boston Public	7½		1 hr.	Yes	24 working days		24 working days for vacation and illness.
Springfield (Mass.) City library ass'n		43-46	No.	Yes	usual	Yes	
Chicago Public	7½		½ hr.	Yes	18 working days	No.	Half holiday May to October.
The John Crerar	7½ S-M 7 Je-Ag		No.	Yes	1 mo.		Half holiday each fortnight, may be accumulated.
St Louis Public	8		No.	Yes	2 weeks to 1 mo. according to length of service.	Yes	
Detroit Public	7½		No.		usual	Half pay	
Minneapolis Public	7½		No.			Half pay 1 mo.	
Princeton university	7½		No.		1 mo.	in some cases	
New York State	7½			Yes	month	Yes	
Carnegie Public at Pittsburgh		42		Yes	usual	Yes	

Work of Normal School Libraries for Students**Editor PUBLIC LIBRARIES:**

We should be glad to receive through PUBLIC LIBRARIES outlines of work done with students by librarians of normal schools. We who represent an eastern normal school find that our students come to us with a limited knowledge of the use of books. We aim to make our students self-reliant, and have given them in years past some instructions in using the tools of the library. This year we have demanded more time and have followed this outline, giving in addition to the talks exercises to be worked out: Rules of library; Classification and numbering of books; Explanation of cards in catalogs; Maga-

zine indexes; Dictionary appendices; Care of books; Book indexes; An introduction to the reference books; Preparation of a finding list.

We should be glad to know what other normal school librarians do along this line, their method of working, and whether they think that their effort is rewarded.

NORMAL SCHOOL.

[PUBLIC LIBRARIES will gladly give space for answer to the above.]

Wanted—Position as bookbinder to a public library; would devote all or part time. Have had long experience in library and school work. References. Correspondence invited. Address with full particulars, Binder, care PUBLIC LIBRARIES.

A Bostonian in Paris Libraries.

(Special correspondent in Boston Herald.)

One of our first duties upon settling in Paris was to apply to our ambassador for a letter to the National library for permission to read there—permission to take out books is never granted a stranger. Armed with these credentials, we went to the *Bibliothèque nationale*, which occupies a building on the rue Richelieu, where once the cardinal's palace stood. We found it a stuffy, inconvenient building, bound up in red tape and patronized by two classes of people, dirty tramps who lounged in the newspaper room, making it unfit for women and unattractive to decent men, and, in the reading-room, crabbed, dry-as-dust bookworms with their noses in old tomes. A half dozen magazines, all of the most erudite kind, furnished the reading table, and, to complete our discomfort, we found our tickets of admission would serve us only three months, at the end of which time application must be made for a renewal.

Having solved the problem of finding and calling for the books we wanted, we waited as calmly as possible for something like an hour before they were handed to us at the desk, together with a request to return them ourselves to the custodian when we were through with them. Shades of Bates hall! was this the public library of Paris! Being neither tramps nor bookworms to spend our days there, we shook the very evident dust of the place off our feet, never to return for bookish purposes.

The one library in Paris that seems to a Bostonian anything like a public library is the *Bibliothèque St Genevieve*. It is a modern library in every way, in a beautiful building designed especially for the housing of books, richly decorated and conducted on modern principles for the benefit largely of the students, for it is situated in the center of the Latin quarter, on the hill dedicated, by reason of the Pantheon, and by her tomb in the church of St Etienne du Monte opposite the library, to the patron saint of the city, St Gene-

vieve. There is one regulation, one that is not surprising considering that the library is situated in the midst of the student life of Paris, that for a moment is received with surprise by an American woman. It is that the reading-room, free to any man, day or evening, can be used by women only after applying for a ticket, in order to keep away the class of little, saucy gamines that flood the quarter and all the student haunts thereabouts, seeking whom and what they can devour. It is, however, but a slight formality, and to the real reader or student presents no difficulties. We breathed full and free when inspecting this library; we felt at home there at once, and found our problem nearing solution. This library was homelike literally, for the building is very similar to our own public library building, which was evidently inspired largely by St Genevieve.

The Paris library is very much larger than ours, but its general plan is identical—the long, simple façade with inscription tablets, low, blank lower story, and large windows above, indicating the long reading-room. The colonnaded vestibule is of white marble instead of gold, and it has a deep, beautiful painted frieze in cerulean blue. A large fresco on the grand staircase is a copy of Raphael's *School of Athens*, and everywhere the initials S. G. are carved into the marble panelings.

The handsome reading-room, similar to Bates hall, is even richer in its wood panelings, its polished floors, its marble pillars, its lofty windows above rows of shelves, where reference books are within reach of all, and on its tables are laid over 300 magazines. This library, superior to the national library in beauty and in serviceability as far as the general public is concerned, is second to it in the number and value of its books, and it possesses especially a rich collection of early Aldines and Elzivirs. This is the only library having anything of the air of a popular library about it, and this one is patronized especially by the men of the Latin quarter.—*Boston Herald*.

Library Notes

Melvil Dewey, Director New York State library

Statistics of reference use—The record of circulation is comparatively easy, but few libraries undertake to give with any accuracy the volumes used for reference. If books are handed out over a counter on call slips only, these may be counted and exact records made, but most libraries make reference easier for the reader. The number of persons entering the reference room may be counted, the number of books put back each day from the tables and return shelves will record that use; but for the great number of consultations of books on open shelves there seems to be no method except an estimate made by the people familiar with the facts, who may in verification of such estimate take the trouble to make actual counts at different hours and on different days. Has anyone worked out a better method of which he will give us the benefit in PUBLIC LIBRARIES?

Label and date everything—It is marvelous how often a library receiving a large mail finds circulars, programs, and often sizable pamphlets, or even books, without the slightest clue as to their origin. The assumption of writer and editor is that everyone else knows as much about the matter as himself, and he often forgets to date or show source of his work, seeming to think it as superfluous as it would be to add his street number in leaving a personal note for an intimate friend who was sure to recognize his handwriting and know his residence.

Such sinners are not all outside libraries. It ought to be the rule in every staff to date (using a dating stamp on memoranda or other manuscript) everything, except, of course, index slips or other routine matter handled in large numbers, where the rule would apply not to each individual slip, but to the collection as a whole, the box or the first card in the package bearing the label and date. Often statistics costing much labor to compile are valueless

when referred to again, because the date or little explanation showing the basis on which the figures were made up was omitted. Work done in a library should in all cases bear explanation sufficient to make it intelligible without applying to the person who did the original work.

Agricultural fairs and libraries—Local fairs in many sections bring together the largest number of people with leisure and zest for any new thing of interest. If an effort is to be made in a special section to stimulate the formation of new libraries, or the reorganization of old ones, the people gathered at local fairs could be made a center of influence by an exhibit judiciously arranged, with that peculiar constituency in mind, to show what had been done in other communities, and thus stimulate local pride; and more especially to show the amount of profit and pleasure to be had at trifling cost through the provision at public expense of the best reading for all the people. Some fairs might like to show the entire American library exhibit as sent to Paris and shown at the Pan-American, with additions bringing it down to date. Others would prefer a collection limited in scope to the field of smaller villages and rural centers. Details however carefully planned in advance would be modified in experience, but here is a field that so far as I know has never been cultivated by library missionaries, and that offers excellent returns. In 1901 our resources will probably be concentrated on the exhibit at the Pan-American exposition in Buffalo, but beginning with 1902 we hope to try in New York what may be done to develop interest by a judiciously managed exhibit at some of our best agricultural fairs.

Library equipment—However much good may be done, a given library will never do the best work till its management recognizes the duty and true economy of providing skilled assistance and the best labor-saving equipment of catalogs, indexes, fittings and supplies. The first expense may be considerable, but it pays in the end.

Library Meetings

Chicago—A regular meeting of the Chicago Library club was held on Thursday evening, February 11. The important feature of the business meeting was reports from committees. C. W. Andrews, chairman of the committee on the Union list of periodicals, reported that all proof with revisions to date is now in the hands of the printer, and that before long the list will be published and ready for distribution. Mr Andrews also informed the club that the committee on administration of the John Crerar library has decided to publish an annual supplement to this list. This will render the Union list of so much more permanent value, that it is greatly hoped that the edition of the main list will be increased to 1000 copies instead of 500, as originally planned.

The committee on relations of Chicago public library and schools recommended that the board of education be requested to set aside rooms, and furnish them suitably, for library purposes in the schoolhouses of Chicago as may be needful; that the public library furnish the books and a trained attendant to conduct the library primarily for the schools, but also to extend its privileges to the citizens of the school district.

The report was duly accepted and it was voted that the executive committee send copies of the report to the Public library board and the board of education, with the urgent request that they take favorable action in regard to the matter.

The program was as follows:

State supervision of public libraries, C. A. Torrey.

Cataloging symposium; chairman, A. H. Hopkins.

The symposium was made up of short papers on problems and interesting points in cataloging, and were given as follows: Miss Skeer of Lewis institute, A cataloger's lament. Miss Moore of Scoville institute, The annotation of catalog cards. Miss McIlvaine of the Newberry library, Spelling of surnames

in a genealogical index. Miss Simpson of the Chicago institute, The catalogue in a normal school library. An informal and interesting discussion followed each paper, and the regular time of adjournment was reached before the two remaining papers, by Miss Sawyer and Miss Hawley, could be given.

MARGARET E. ZIMMERMAN, Sec'y.

Long Island—The February meeting of the Long Island Library club was held at the Polytechnic institute, Brooklyn, on Thursday evening, Feb. 7, 1901.

The meeting was called to order by Pres. Bostwick, between 40 and 50 librarians and teachers being present.

Six new members were admitted to the club.

A social committee of five was appointed for the year.

The chair announced that the A. L. A. had appointed Miss Plummer its representative to further its interests at the Long Island Library club meetings. Miss Plummer then spoke of the desirability of membership in the A. L. A., setting forth what was necessary in order to become a member, and the advantages accruing therefrom.

The committee on coöperation among Brooklyn libraries reported that the idea of a joint bulletin had seemed to appeal to nearly all of the libraries, and recommended that a committee follow up the subject and see what further can be done.

For the division of the field of purchase, a subject table showing the strength of Brooklyn libraries had been prepared, and the committee recommended that a copy of the list be made for each library and each board of library directors, for reference in case of future purchases.

It also recommended that libraries post at the meetings of the club, lists of their duplicates of all kinds and of their wants.

It was voted that the committee be continued and its recommendations carried out.

Coöperation between libraries and schools was the subject of the evening's program.

Josephine A. Rathbone read a very interesting paper on the History of coöperation between libraries and schools in the United States. She said that C. Francis Adams, jr., in 1876, was the first to suggest the good to be derived from possible coöperation. Worcester, Mass., was given credit for the first record of actual experience in carrying on this work. In 1882 the movement was under headway, Indianapolis, Middletown, Conn., Chicago, Buffalo, Cincinnati, Milwaukee, and Gloversville, N. Y., being among the first to recognize its importance. The preparation of catalogs of children's books, visits of teachers and classes to the library for talks about books, and the issue of books for schoolroom use were the means employed at that time.

In 1885 a report was made to the A. L. A. on work with schools done by libraries throughout the country; 37 out of 75 reported that official connection had been made with the schools.

As the work developed, the placing of small libraries in schoolrooms proved successful. Reference was made to Miss Stearns' report on children's reading before the A. L. A. in 1894, which has been far-reaching in its effect. The points especially emphasized were the advisability of abolishing the age limit for children, the limitations on the number of books loaned to teachers, the desirability of circulating pictures as well as books to the schools, and the establishment of children's reading-rooms. Since that time two of the leading library schools have provided courses for the training of children's librarians, and most of the larger libraries have rooms for the children's use.

The National educational association established a library section in 1896. The A. L. A., the same year, appointed a committee to coöperate with the Library department of the National educational association.

Then followed an account of the work of coöperation in various cities, notably at Pittsburg.

Miss Rathbone thought that the next advance in educational expansion must be in the directions of coöperation with museums.

Dr Walter B. Gunnison, principal of the Erasmus Hall high school, spoke on coöperation from the standpoint of the instructor. He spoke of the change in the character of the reading required in the schools at the present time as compared with that of 15 years ago. He thought that the library spirit had taken hold of educators as well as librarians. He sounded a note of warning against the indiscriminate reading of children, and thought that the librarian was going to do much to avert that danger.

Mrs Elizabeth H. Spalding, instructor in English at the Pratt institute high school, also spoke from the instructor's point of view. She favored the giving of children individual work to do in the library for the benefit of the whole class. Many children never go beyond the high school, and she thought it very important that they should be taught how to use the library before leaving school, that their education might continue afterward. The teacher should coöperate with the librarian in order that the latter may understand something of the individual. Coöperation between teacher and librarian soon becomes coöperation between librarian and pupil.

E. M. Bassett, of the board of education, was the next speaker. He spoke of the tendency of the abundance of books and magazines to foster superficial reading. This he deplored, and thought that librarians should encourage the reading of books requiring concentration.

W. R. Eastman, of the State library, at Albany, was present and spoke for a few moments.

The chair was authorized to appoint a committee of three to investigate the conditions of the public schools in regard to library work, and the general possibility of coöperation between libraries and schools.

The club was invited to inspect the Spicer memorial and the academic libraries of the Polytechnic institute at the close of the session, after which the meeting adjourned.

SUSAN A. HUTCHINSON, Sec'y.

Maine—The Eastern Maine library club was organized at a meeting of librarians and others interested in library work at a meeting held at the University of Maine, January 24-25. The club is designed to work in harmony with the Maine library association. It will have two or three independent meetings each year, and one meeting in connection with the state association. The constitution adopted is modeled after those of the Massachusetts library clubs.

Papers were read by Prof. G. T. Little, librarian of Bowdoin college, on Library coöperation; J. H. Winchester, librarian of the Stewart free library, Corinna, on The town library, and by Pres. A. W. Harris of the University of Maine on The library and the public. Each paper was followed by interesting informal discussions. On Thursday evening a reception in honor of the visiting librarians was given by Mr R. K. Jones, librarian of the University of Maine, and Mrs Jones. On Friday afternoon visits were made to the library of the Bangor Theological seminary, where the visitors were entertained by Prof. C. J. H. Ropes, and to the Bangor public library where they were welcomed by Mrs M. H. Curran, the librarian, who had been in attendance upon the meetings of the club. Officers were elected, as follows: President, Ralph K. Jones, University of Maine; vice-president, Miss E. M. Pond, Belfast free library; secretary and treasurer, J. H. Winchester, Stewart free library, Corinna.

A business meeting of the Maine library association was held at the University of Maine, January 24, at which the following officers were chosen: President, Mrs Mary H. Curran, Bangor public library; vice-presidents, Ralph K. Jones, University of Maine library, and Annie Prescott, Auburn public li-

brary; secretary, Prof. G. T. Little. Bowdoin college library; treasurer, Alice C. Furbush, Portland public library.

It was voted to submit to the members for consideration at the next meeting to be held during the summer, the following addition to the constitution:

Article 7. It shall be the policy of the association to encourage the establishment of local library clubs, the members of which shall be entitled to attend and take part in the annual meetings of the association wherever held.

Massachusetts—The ninth meeting of the Western Massachusetts library club was held in the Art building at Springfield, Tuesday, Jan. 29, 1901.

Rev. Bradley Gilman welcomed the guests on behalf of the City library association, adding a few words on the subject of stained and painted glass in preparation for a visit later in the day to the churches where there are fine specimens.

Following this came talks and papers on

How can the library help the people—in a farming community—in a mill community?

The farming community was represented by Mrs A. J. Hawks of Williamsburg, Mrs J. Q. Adams of Hampden, and Mrs Kate S. Gates of Longmeadow. Mrs Hawks had found that farmers came to the village on Saturday morning with their produce, and had opened the library two hours then for their benefit, giving them free access to the shelves, inviting them to look over the card catalog with her, encouraging them to suggest new books they saw advertised, and as a result of these efforts had increased the number of borrowers among farmers in two years from 11 to 95.

Mrs Adams had found that farmers complained if fines were charged, so had exempted her patrons from fines. Mrs Gates emphasized the necessity that the librarian understand the people, know the books, and suit the books to the people.

The mill community was represented by Roberta F. Cowan of South Hadley, Martha A. Ludden of Easthampton, and Mabel Temple of North Adams. Miss

Cowan traced the rapid development of the library at South Hadley, not only in number of books and borrowers, but in standard of reading. Miss Ludden said their library had been fathered by manufacturers, and a large proportion of their borrowers were shop girls, who read the best fiction and discuss the merits of the books no less than the wives of the professors. Miss Temple advocated buying books and periodicals along the line of the particular manufacturing interests of the town, and advertising them among the mill employees in various ways, such as slipping lists of them into the pay envelopes.

Book-binding

This was next discussed by W. C. Stone of the Springfield city library, and W. J. Eldred, a practical binder of the same city. Mr Stone told of the various trials of the Springfield library, until the present art vellum or holliston cloth had been adopted. Mr Eldred urged the necessity of sending books to the bindery as soon as they show any signs of weakness.

At 12 the company went to the Church of the Unity, where they had been invited by Rev. Bradley Gilman, who described the beautiful windows, and from there to Christ church, where are more exquisite windows, the work of both English and American artists. Here the points of beauty were vividly brought out by Rev. John Cotton Brooks, through whose efforts the windows were secured.

After dinner at the Evans house the session was resumed at 2.45. The first topic discussed was

Choosing books for a library

1 What per cent of fiction should be purchased by libraries with very small incomes?

2 Should small libraries buy only the best books, or the best books that people will read?

C. A. Cutter of Northampton was the first speaker, and confined himself to the second of the two questions. He said in part: The question answers itself. Of course we are to buy the best

books, that is, the best books the people will use, for an unused book is not even good—the best books to satisfy the just demands of our clients for amusement and knowledge and mental stimulus and spiritual inspiration. The library should be a practical thing to be used, not an ideal to be admired. When you have a perfect people you can afford to have only perfect books, if there are such things; but so long as there is a public of every diversity of mental capacity, previous education, habits of thought, taste, ideals, you must, if you are to give them satisfaction or do them any good, provide many books which will suit and benefit some and will do no good to others. Select your library as Shakespeare wrote his plays—the highest poetry, the deepest tragedy side by side with the comic and the vulgar. Imitate a Gothic cathedral. There is no royal road to the selection of a library. There are no best books. There are no books which can truly be called the only good books. There are very many desirable books of very varying degrees of literary and other merit. It is always possible, given time and patience enough, to drive out evil by good, the lower by the higher. It is not so much exclusion of the inferior as inclusion of the very attractive superior, that should be our aim. Success comes from sympathy. The librarian will fail in properly providing for his people unless he remembers the gradual opening of his own mind, or is able by imagination to recreate his forgotten state of ignorance and inability.

J. C. Dana of Springfield followed, speaking without notes. He said: Certain people want only a certain degree of reading—supply it. It is a question, however, how far away from literary standards a library should go. People would like the Police gazette in the library instead of the barber's shop. Should they have it? Keep books on as high a grade as possible. Buy a little better books than people would choose to read. The Duplicate collection, or the loaning of books at 2 cents a day,

and the inspection of new novels, help solve the problem of what to do with the insatiable new novel reader. When the responsibility of purchasing the books for the library is put upon her shoulders she hesitates and says, better not!

The mention of the Police gazette reminded Mr Cutter that in the rear of Forbes' library was a small building which he had always wished to see purchased for the library, and he wondered whether it might not be a good thing to make it into a combined smoking and reading-room, with such papers as the above mentioned, if thereby some might be induced to come who otherwise would not. Mr Fletcher commented upon the liberal policy of the man who plead for the best books and yet was willing to give them the Police gazette if that was all they would read. Whereupon Mr Cutter remarked that there was more joy in the Forbes' library over one new name added to the rolls than over ninety and nine whose names were already there.

The next address on, A child's thoughts about books and libraries, by Rev. Newton M. Hall of Springfield, was a most enjoyable reminiscence of the cultivation of a taste for good reading, and was a plea of the development of the imagination.

The last topic on the program was a discussion led by the president on What may the club hope to accomplish the coming year.

The following are some of the things it may at least attempt to do:

Increase its membership, seek for one member at least in every town in Western Massachusetts where there is a library.

Attempt a library census in this section of the state.

Interest school superintendents and trustees.

Establish a system of inter-library loans between small adjacent towns.

Hold district meetings in circles of small towns to try to arouse public interest in the library. IDA F. FARRAR, Sec'y.

Library Schools

Drexel

The midwinter reviews in the library school are successfully over now, and the class has begun on the work of the second term.

Early in January the school paid a visit to the large printing establishment of the Baptist publication society, where they saw many interesting things, from the ordinary typesetting to the process of electrotpe printing of plates and illustrations. A large bindery in the building was also visited at the same time, and the methods of sewing and putting a book together were carefully studied—a practical illustration and supplement to the theoretical course in bookbinding which the class had already taken.

A change is to be made this year in the date of entrance examinations for the library school. They will take place hereafter in June instead of September. The date fixed for this year is Tuesday, June 18.

Among the recent changes in the reading-room of the Drexel institute is the removal to another part of the library of the bound volumes of magazines which had outgrown their quarters, and the utilizing of the magazine alcove for an exhibition corner. A denim-covered screen was fitted over the old shelving, thus giving a fair amount of wall space for the arrangement of pictures and plates. At present a valuable and unique set of Japanese prints is on exhibition; later the picture bulletins made by the class will be posted. The library has a fine collection of plates and photographs on art and architecture, which it is thought will be valuable to bring in this way to the attention of the students of the art departments, as well as to other frequenters of the library.

Illinois

Books for a new traveling library, donated by the students of the College of literature and arts of the university, have been received and will soon be ready for circulation. This makes the

third library which has been given to the university.

Minnie Sears, class of 1900, has been engaged as a temporary assistant in the University library.

Mary Todd, who was in the Library school last year, has returned to complete her course in the University.

Lewis institute, Chicago

F. W. Shipley, assistant professor of Latin at Lewis institute, gave a lantern slide lecture, November 28, on the history of manuscripts. The writing materials used in Egypt, Greece, and Rome, the development of the tablet, the papyrus and parchment roll, the manner of multiplication of mss., were among the topics treated. Pictures thrown on the screen in rapid succession made vivid the references to ancient codices and triptychs.

Robert McCay, solicitor for D. Appleton & Co., favored the class December 6 with a practical talk on encyclopedia-making from the business side. The various reprints and fakes of the *Britannica* and *Chambers* were discussed, and sample volumes of four of the fake *Chambers'* were shown and compared. The successive revisions of Johnson's cyclopedia were explained, and copies of the illustrated prospectus of the Universal cyclopedia distributed.

The first lecture of the winter quarter was a comprehensive sketch of library literature by Miss Ahern, who visited us January 16. Dividing her subject into, a) text-books, b) periodicals, and c) general aids in library economy, she enumerated the works under these heads, dwelling on the salient features of each. The bibliography of library science was so clearly systematized as to enable the student to begin to pick his way intelligently. The lecture closed with an earnest appeal to the student to keep in touch with current events by faithful reading of library periodicals and attendance on library meetings.

C. W. Mann, professor of history, lectured, January 25 and February 1, on reference work in history, giving, 1) lists

of the main sources of history and of the primary and secondary authorities, classified under country and epoch; 2) detailed instruction on how to refer to the history books in Lewis institute library, with a view to the special needs of various classes of readers. Terse annotations on reference books, and comments on the peculiar value of historians cited, in point of scholarship, accuracy, style, or interest, gave the student a grasp upon right methods of work in the 900 class, and better ability to give tactful aid to the reader.

February 7, A. H. Hopkins, assistant librarian of the John Crerar library, gave an informal instruction on binding, taking up materials, directions to the binder, and the process of binding. Pieces of sample leathers, large enough to handle and pull, were passed around, and sample books of marbled paper, Holliston cloth, glue, tapes, and thread, illustrated the talk. Mr Hopkins dealt with the difficulties and problems which the young librarian encounters in his dealings with the binder. Out of his own wide experience he talked with an understanding sympathy which gave no small stimulus and encouragement to the student.

Evva Moore, librarian of Scoville institute, Oak Park, talked, February 14, on methods of helping the public both inside and outside the library: by judicious advertising, which should make known, without cheapening, the library; by attractive bulletins; by a common-sense catalog briefly annotated; by a knowledge of local topography and current events; by a gracious courtesy to the reader. Miss Moore dwelt with special emphasis on the social qualities needed by the librarian, and the importance of entering more fully into the life and interests of the social group to which we belong.

Nebraska

The university of Nebraska offers for the first time during the present school year two courses in library economy and bibliography, with regular college credit for work satisfactorily completed.

The lectures, two each week for one year, are given by the librarian. The work is distinctly elementary, and is in no sense offered as the equivalent or even the approximate equivalent of a course at a library school. It was undertaken for two reasons; it is found desirable to have at hand a small number of trained persons from which to recruit the library staff when vacancies occur in subordinate positions, and there has been, too, a steady request that the university library offer some such instruction as would fit its students to intelligently engage in the simpler phases of the rapidly growing library work thruout the state.

In scope and amount the two courses fairly represent the work done at the best summer schools of library science. A class of fourteen has just finished the first semester's work. Outline of work offered is given below:

Course 1—First semester

Library economy—Cataloging, classification, shelf, order and accession work, loan systems, binding and repair. Two hours lectures and six hours laboratory work each week.

Course 2—Second semester

Bibliography—Trade bibliography, subject bibliography, reference work, book selection. J. I. WYER.

New York

The alumni lectures of the year were delivered January 31 and February 1 by Dr E. C. Richardson, librarian of Princeton university, on "Classification, the order of the sciences and the order of books," and called forth real enthusiasm on the part of the students. The first lecture had a philosophical basis which led up to the practical conclusions of the second lecture. The two will soon be available in separate pamphlet form to previous students of the school, and to all librarians interested in such a discussion of the much discussed subject of classification. A reception given by Mrs Dewey in honor of Dr Richardson was a pleasant feature of his visit.

SALOME CUTLER FAIRCHILD.

Pratt

Frances Danner Thomson, class of 1900, has resigned her position at the Jacob Tome institute library to accept one in the Y. W. C. A. library, New York city.

Christine S. Trepp, class of '99, has been engaged to catalog the library of the Woman's art school of Cooper union, New York.

Mary V. Titus, class of '97, has been engaged to assist in the reorganization of the Trenton (N. J.) public library.

The following lectures before the library school will be given by visiting lecturers during March and April:

March 22, Charles Welsh on the History of literature for children.

During April W. R. Eastman will give a course of six lectures on Library architecture. George Watson Cole will give a course of four lectures on the History of libraries.

College Section

Montana—A class in Library use and methods has been organized in the State university of Montana at Missoula, by J. F. Davies, expert librarian for the state institutions.

Yale—The annual report of Prof. Van Name of the university records 10,275v. and 20,105 pamphlets. Former Pres. Dwight has presented that library with 1000 books, to be known as the James Dwight fund, in honor of Pres. Dwight's father. The class of '90 has given \$682, the surplus of Junior promenade fund. This money will be devoted to the general library fund.

Two gifts of cash for present use are reported. One is from Prof. Edward E. Salisbury for the purchase of additions to the Salisbury Oriental collections, and amounts to \$1195; the other is from an anonymous donor for the increase of Yale collection of folk lore music, amounting to \$500. The most valuable bequest received during the 19 months was the library of the late

Prof. O. C. Marsh. This comprised about 5000v. and 10,000 pamphlets.

Stanford—The university library has just received a collection of the English blue books. There are 3353v., covering the period from 1805 to 1879, forming a complete set of commission reports and matters in documents of public interest in England during that time.

Wellesley—The college has recently received a valuable library of Italian literature from George A. Plimpton of New York city. The library is presented as a memorial for Frances Taylor Plimpton, wife of the donor, who was a Wellesley alumna and president of the alumnae association.

Nebraska—This library gives every student free access to all books. The actual loss of books, inevitable in any library, is no larger than in some similar institutions where books may be used only under restrictions. It seems certain that a vigilant administration and a very few safeguards will reduce the annual loss to a minimum of inexpensive books.

The university library is a reference library for the whole state, maintained with the people's money, and so far as possible its every resource is at their service. As the university is the head of the state educational work, so the university library, more than any other, is the center of the library interests of the state. The many and increasing demands made upon it by other libraries, by communities starting new libraries, by teachers, both in person and by correspondence, by study clubs, by non-resident students and citizens, constitute an obligation which we cheerfully recognize and gladly discharge to the utmost limit consistent with the claims of our immediate constituency.

For Sale.—One copy of the Decimal classification, 5th edition, 1894, half morocco, in perfect condition, price \$3.50. J. C. Dana, City library, Springfield, Mass.

The Providence Libraries and Their Bulletin

An unauthorized publication, entitled Bulletin of the Public library, Providence, R. I., successor to the Coöperative bulletin of the Providence libraries, has been issued and circulated by the Library bulletin company, Boston, Mass., bearing the date of January, 1901.

The only publication authorized by the three Providence libraries, or by any one of them individually, for the year 1901, is the publication entitled Coöperative bulletin of the Providence libraries, which will be published during 1901 by Snow & Farnham, 63 Washington st., Providence, R. I.

No material intended for use in the year 1901 has been sent or will be sent to the Library bulletin company by the Providence public library, nor used with its consent; and no copies of the bulletin above referred to, issued by the Library bulletin company, will be distributed by the Providence public library, or by either of the other libraries undersigned.

Advertisers and others will be interested to know that no copies of the bulletin above referred to have been delivered by the Library bulletin company to the Providence public library, whose name it bears, nor to either of the other two libraries.

If any perplexity arises as to sequence of volumes, it may be sufficient to say that the Coöperative bulletin of the Providence libraries is still published under the same managing editor as in 1900, and consequently is in no need of a "successor," as is intimated above.

JOSEPH L. HARRISON,
Librarian Providence Athenæum, and
Managing editor of the Coöperative bulletin of the Providence libraries.

HARRY L. KOOPMAN,
Librarian Brown university.

WILLIAM E. FOSTER,
Librarian Providence public library.

Providence, R. I., Jan. 5, 1901.

Jersey City (N. J.) Free Public Library

A creditable public library nearly always originates from the earnest effort of a single man; but it is seldom that this man lives to see his cherished plans completely realized, unless he is an Andrew Carnegie and can build the library regardless of others out of his own pocket.

Twenty-six years ago Dr Leonard J. Gordon of Jersey City felt that his city needed and must have a public library. Calling a mass meeting of his fellow-citizens he succeeded in enlisting their interest, and the public library began to be.

The man who can start an enterprise successfully can usually make it grow, and 26 years is a long stretch. In that time Dr Gordon and the board of trustees, of which he is president, have not only proved that Jersey City needed a fine library in a handsome and convenient building, but they have built and fitted up that building.

Out of Stony Creek granite and buff brick Messrs Brite & Bacon, New York city architects, have erected a plain, substantial structure of colonial design. Four stories high, the main part of the building covers 48x190 feet of ground, and the stack-room, 34x38 feet, contains five floors of Library Bureau steel stacks.

The interior of the library building is finished and in use, but not all the carving planned by the architects for the exterior has been completed. Throughout the first floor the keystone of each window head will some day bear the name of an American famous in art, science, history, or poetry, while the now vacant niches are to be filled with busts of these honored countrymen.

The circular disks of the oblong panels above the second story windows will have carved upon them book plates of publishers who have furthered the art of printing. Names of men who have earned a place in literature will be cut into the frieze of the main cornice.

Through the door of hand-carved quartered oak, over the seal of the li-

brary worked out in the mosaic floor, the interested visitor enters a spacious corridor, where he will take the elevator or climb the broad staircase of Italian marble to the top floor, a part of which is given up to the art gallery and another part to a conveniently arranged lecture hall.

Descending he finds the third floor is largely devoted to the interests of students and to official needs.

The trustees' room, handsomely finished in polished panels of California redwood, is comfortably and conveniently fitted up with furnishings especially designed and executed by the Library Bureau. The substantial construction here, as throughout the building, adds rather than detracts from the dignity of the designs.

Next comes the assistant librarian's room, suitably equipped with the best card indexes and labor-saving devices (those of the Library Bureau), and then come the two rooms given over to the pleasure and profit of little tots. The children's reading and reference rooms have tables and chairs so graded in size, that if a boy's or girl's toes swing off the floor, or reach too far under the tables, it is from choice, not necessity.

Jersey city is one of the libraries whose trustees have taken advantage of the intelligent skill of the Library Bureau in its constant effort to make popular the public library. Few of us realize how much more general will be the use of the public library in the future as a result of making the children comfortable in these days when library research is almost a necessity from the first day spent in the public school.

Among the special features of the main reading-room on the second floor are the racks beneath each window, filled with current magazines. This unique arrangement provides a not unpleasant mural decoration, and leaves the entire floor space for the use of readers. The private reading-room for women, the main catalog room and the children's catalog room, the wash-room, and the librarian's room, are all upon this floor, and all fittings have been most



Jersey City (N. J.) Public Library



Trustees' room



Cataloging room



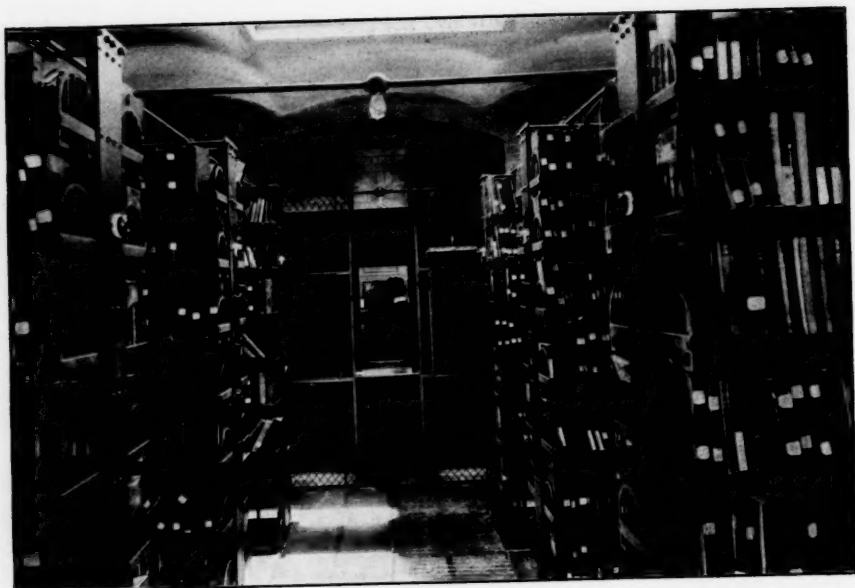
Children's room



Reading room



Newspaper room



Main Stack room



Newspaper Stack room

carefully chosen. In passing, it would be well to note that the trustees have set apart a room in which nothing but newspapers may be turned and read and rustled, disturbing only other newspaper readers who are privileged to annoy each other.

The stack room, with its five floors of Library Bureau steel stacks, with a capacity for holding 100,000v., is connected with the delivery room on this floor by means of a recently contrived double book lift. The illustration on page 174 shows the young woman in charge of the delivery system receiving requests from every part of the building by telephone, and sending responses promptly by the use of the electric lift. A dial and push button control, placed at the hands of the delivery clerk, make it possible to send the lift to any floor with, or for a particular volume, or volumes, and the car once started cannot be interrupted in its course until the given errand has been promptly performed. The necessity for using the stairs provided throughout the stack construction is reduced to a minimum, and an electric lift such as this is certainly a luxury which will be appreciated by assistant librarians wherever it is possible to have such a lift installed. The other view of the stack room shows the freight elevator at the opposite end. This also runs by electricity, and is used for the larger but more infrequent working needs of the library. Upon this elevator a person, together with a truck load of books, can be taken quickly from floor to floor. The stack room, though practically a separate building for working purposes, is part of the main building, and immediately connecting the stack floor with the work-rooms is a glass covered passage-way exclusively for the use of the employés.

On the entrance floor is the newspaper file room, fitted up with special Library Bureau steel stacks. These stacks are supplied with roller shelves in which the bound volumes of the newspapers are put in on the flat. The bicycle room, the staff lunch room, the

check room, and the law library are also upon this floor, as well as the wagon delivery room which feeds the 17 substations of the circulating system conveniently placed throughout the city.

Examination in Elementary Cataloging, New York Library School

1-2 What cards should be made for a bibliography of Goethe compiled by three joint authors? Where should these cards be placed and how should they be arranged?

3 What cards should be made for Dowden's Shakspeare; a critical study of his mind and art?

4 Mention the title of an individual biography (not anonymous). What three cards are essential for this book? What specific questions do they answer?

5 Give the rule for entry of, a) noblemen, b) trials of criminal cases, c) almanacs, d) catalogs of private collections, e) Talmud.

6 What language is used in the following cases: a) author's name, b) edition, c) place of publication, d) additions to title, e) title when there is a Greek and a German title-page? Give reason for rule in each case.

8-9 How are the publications of societies entered? Include in the discussion of this subject local societies, European academies, libraries, municipal corporations and state institutions.

10-11 Describe the method of cataloging Bibles, giving in full reasons for the difference in the treatment of Bibles and other sacred books.

12 What is the difference between a bibliography and a catalog?

13 What principles decide whether to make an author analytic, a subject analytic, or both?

14 Is fullness of author's name the more necessary in author catalog or in subject catalog? Is fullness of title the more necessary in author catalog or in subject catalog? Give reasons.

15 Describe Stephen's Dictionary of national biography. Give the names of four notable library catalogs.

News from the Field

East

Windsor (Conn.) public library has received a gift of \$4000 from Olivia Pierson.

Helen Sperry has been appointed librarian of the Bronson library, Waterbury, Conn.

Petersham, Mass., has a bequest of \$12,000 for its public library by the will of Lucy F. Willis.

Danielson, Conn., has received a bequest of \$15,000 from the late E. H. Bugbee for a library building.

Plymouth, Mass., has received a gift of \$20,000 from the heirs of the late W. G. Russell of that place, for a public library building as memorial.

Lewiston, Me., has accepted Mr Carnegie's offer of \$50,000 for a library, on condition that a site be furnished and \$5000 be allowed for maintenance.

Librarian Foster, of the Providence public library, has received a gift of \$3000 for the purchase of books for the library. The name of the donor is not made public.

Charlotte C. Gibson, librarian of the Fletcher memorial library, Ludlow, Vt., has been appointed to succeed Mary L. Titcomb as secretary of the Vermont library commission.

W. C. Lane of Harvard has been given a leave of absence for several months, which he will spend in the vicinity of the Mediterranean sea, to recuperate from recent illness.

The City library of Springfield, Mass., has issued a most interesting bibliography on Indians of early New England. Copious notes precede the list, all of which were prepared by Evelyn N. Lane of the City library.

John W. Curtin, for many years a resident merchant of Hinsdale, Mass., but lately of Washington, D. C., has left by will \$5000 to the public library of the former place, to be known as the Curtin fund, the income to be applied to the purchase of books.

The annual report of the North Adams (Mass.) public library contains an interesting and helpful account of the children's room, the work with the schools, and the absorption of small local libraries as branches. The statistics show, among other things, a circulation of 73,962v., with 17,942v. on the shelves.

The trustees of the Boston public library, encouraged by the favorable reception of their course of lectures last spring, have announced a second course on methods of municipal administration, illustrated by the history of some of the principal cities of the world. The lectures will be delivered by specialists in the lecture room of the public library.

Librarian Sam Walter Foss, of the Somerville public library, in his annual report for 1900, suggests a novel method of book distribution, which he thinks will greatly increase the scope of library work. He says: The public library system is weak in its distributing capacity. It does not adopt business methods in circulating its goods. One reason that newspapers are much more widely read than books is due to the fact that private enterprise has devised an elaborate system for delivery of newspapers directly to the doors of purchasers. I do not see why it would not be entirely feasible for trustworthy boys to deliver books to houses for two cents a book—the boy and not the library retaining the two cents. There are a large number of persons to whom such boys would be a boon. If a cheap library post bill could be passed by congress (and this will eventually be done), the general postoffice would do all this work for us. The report shows that there is a total of 48,072v. in the library and an increase of 54,685 in the circulation. The total circulation last year was 270,133.

Alice V. B. Hays, formerly in charge of the library at San Luis Obispo, Cal., has been chosen assistant for the Washington county free library at Hagerstown, Md.

The new public library of Newark, N. J., will open to the public March 14. Herbert Putnam of Washington will make the principal address.

William Henry Egle, former State librarian, Pennsylvania, died of pneumonia after a brief illness February 19, at his home in Harrisburg, Pa. He was appointed State librarian by Gov. Beaver in 1887, and retained that position until January, 1899.

The annual report of the Scranton (Pa.) public library shows a total circulation of 114,663v. with 37,924v. on the shelves. The circulation was interfered with by epidemics in February, 1900. Three branch libraries are now operated in different parts of the town.

Among recent gifts to the Department for the blind in the Free library of Philadelphia are several volumes in embossed type from Dr David D. Wood, the well-known organist. The department is much used. Blind persons needing instruction in the raised type can have the free services of the teacher of the Pennsylvania home teaching society for the blind upon application at the Free library.

To keep the pupils of the Homestead (Pa.) public schools from playing truant the children's reading-room at the Carnegie library has been closed until after school hours. The popularity of the reading-room has become so great that large numbers of the pupils got into the habit of playing "hookey" in the afternoon to go to the library. Many of the public school classes were almost broken up by the practice.

A large room in the basement of the Swan library of Albion, N. Y., has been set aside for the use of a Boy's club, lately organized. About 50 young boys have joined, and elected regular officers from the number. G. M. Galarnean will superintend the work of the club, and will meet with the boys each week. The meetings are to be held Thursday evenings, one hour to be devoted to study and one hour to games and amusements. The boys have chosen as subjects for their work, United States

history, electricity, and nature study, and various professional and business men of the village are to be invited to speak before the club.

Central

The public library of St Cloud, Minn., was destroyed by fire February 8.

Decatur, Ill., has received an offer of \$60,000, and Jacksonville, Ill., \$40,000, from Andrew Carnegie for library buildings, on the usual terms.

The Indianapolis public library has issued two reading lists on missions and missionaries, compiled by Jessie Allen of the reference department.

Jennie P. Hubbell, for nine years assistant in the Rockford (Ill.) public library, has been elected librarian, to succeed the late Librarian Rowell.

The Iowa Summer library school will be held at the State university, Iowa City, under the auspices of the Library commission, June 17-July 27, 1901.

Col. G. T. Perkins, of Akron, Ohio, has offered to build a \$50,000 library for that city provided the city furnishes a site. The offer has been accepted.

Mr and Mrs Edward C. Thompson, of Edinburg, Ind., will present to the Butler college at Indianapolis a site, and construct a \$20,000 building for library purposes in memory of their daughter.

Pres. Reid, of the American tin-plate company, has forwarded a check for \$1000, to be used for benefit of the Elwood (Ind.) city library. The Woman's club recently gave a benefit which netted \$200 for the library.

The Illinois federation of Women's clubs has arranged with the University of Illinois library school to make the school the distributing center for the Federation traveling libraries, which now number 85, and promise to increase to 200 within the year.

On a recent appointment in the Cincinnati public library, a warm discussion arose in the board meeting on the part the sex of an attendant plays in deter-

mining the salary for the same work. A majority of the board decided that a man was entitled to more salary than a woman, and so ordered.

Francis L. D. Goodrich has returned to the Michigan State normal college library, Ypsilanti, as first assistant, Gertrude E. Woodard having resigned to go to the Law library in the university of Michigan (Ann Arbor) as assistant and cataloger. Alice Barnes (Drexel, '95), has been appointed cataloger in the Normal college library.

Mrs E. Vaughn-Marquis, well known in library circles in Wisconsin, died suddenly Sunday, January 27, at her home in Chicago. She was the founder and supporter of the Vaughn library in Ashland, Wis. In her will she bequeathed property to the library which will give an income of \$1200 a year, and her private library, containing several thousand volumes.

The Bibliographical society of Chicago announces as its first contribution to bibliography, to be published in March, Bibliographies of bibliographies chronologically arranged, with occasional notes and an index, by Aksel G. S. Josephson, cataloger at the John Crerar library, Chicago. The list will contain nearly 50 pages, and 500 copies will be printed on antique finish deckle edge paper. Members of the society in good standing will be entitled to one copy each free of charge.

The Cincinnati public library has started a system of traveling libraries through four townships of Hamilton county; 11 traveling libraries, made up of 60 of the best and most popular books of the past year, are ready to be sent out. In Hamilton county these townships cannot be conveniently served by means of the ordinary delivery station, and for that reason the traveling library, which consists of a cabinet, will be placed in charge of some reliable person, and will be sent out. The books will be changed every three months.

South

The Olivia Raney memorial library of Raleigh, N. C., a gift to the city from R. B. Raney, was formally opened to the public January 24, with appropriate ceremonies. The building is a very handsome one of white brick with red tile roof, and cost \$40,000. The library has 5000v., the gift of Mr Raney, who also engaged the services of a trained librarian to organize the work. The library is a memorial to Mr Raney's wife, and is the first free circulating library in North Carolina.

West

Andrew Carnegie will build a \$25,000 library for Sioux Falls, S. D.

Grand Junction, Col., has received a gift of \$8000 from Mr Carnegie for a public library.

Pacific Coast

The Portland (Ore.) library association has received a gift of \$25,050 from the daughters of the late Henry Failing. The will of the late John Wilson also gives the association his private library of 8000v. and \$2500.

The report of the Los Angeles public library shows advancement in circulation, popularity, and efficiency of the institution. There is more than ever great need for a library building, but no prospect of it is in sight.

Canada

The Lindsay public library in Ontario reports 989 members and a circulation of 16,823v. Salaries, \$257.

Foreign

A new publication devoted to the interests of educational institutions for the masses, including libraries, has been started by B. G. Teubner of Leipzig, and Carl Graeser & Co. of Vienna. It is styled Zentralblatt für Volksbildungswesen, and the editor is Dr A. Lampa, of Vienna university. He will be assisted by the heads of the institutions interested. The paper will appear 12 times a year and the price is 3 marks.

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TO LIBRARY GIVERS AND TRUSTEES OF NEW PUBLIC LIBRARIES.

J. S. Lockwood (office with Library Bureau), 530 Atlantic Ave., Boston, with more than thirty years' experience, gives special attention to buying books for new public libraries. He has specially prepared manuscript lists of absolutely standard books covering every department of literature, including latest books, the whole arranged in groups and alphabetized, which libraries have the free use of.

Correspondence solicited and references furnished. Below see names of a few libraries served. Send for circular.

Thomas Beaver Free Library, Danville, Pa.

Reuben Hoar Library, Littleton, Mass.

Green Bay (Wis.) Public Library.

Webster (Mass.) Public Library.

Pratt Institute Library, Brooklyn, N. Y.

James Prendergast Free Library, Jamestown, N. Y.

Ames Free Library, No. Easton, Mass.

Nevins Memorial Library, Methuen, Mass.

Wellesley (Mass.) Free Library.

Goodrich Memorial Library, Newport, Vt.

Kellogg Hubbard Library, Montpelier, Vt.

Fogg Memorial Library, So. Weymouth, Mass., and many others.

Have You These New Books?

- 720.9
H77 **Architecture.** By James Frederick Hopkins. Vol. I, Outlines of art history. Ill., 242 p., cl., \$1.00. Educational Publishing Co., Chicago.
Discussion of theories and constructive details has been suppressed, and the author has constructed a background for the buildings he describes in the life and histories of the peoples which erected them. If the coming generation can be taught to feel the silent influence and ethical meaning of a beautiful structure, and can read in it a little of the history of Greece or Rome or Italy, not only art, but life itself, will acquire new meanings for our future citizens.
- Beecher, Henry Ward.** For any books by or about him address Fords, Howard & Hulbert, N. Y.
- 242
B 39 **Comforting Thoughts for Illness, Bereavement, Adversity.** Selected from Henry Ward Beecher. *New edition.* Intro. by Newell Dwight Hillis. Portrait. Cl., 75c.; cl. gt., \$1.00. (Fords, Howard & Hulbert, N. Y.)
- 226
P 68 **Interwoven Gospels, The, and Gospel Harmony.** Am. Rev. Version continuous narrative. Ed. by Rev. Wm. Pittenger. Five maps. Cl., \$1.00. (Fords, Howard & Hulbert, N. Y.)
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- 551
G79 **Vol. I. World Building and Life:** earth, air, and water.
- 530
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- 537
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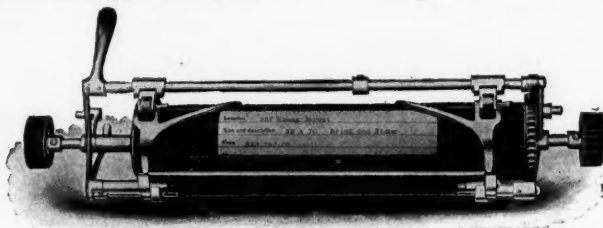
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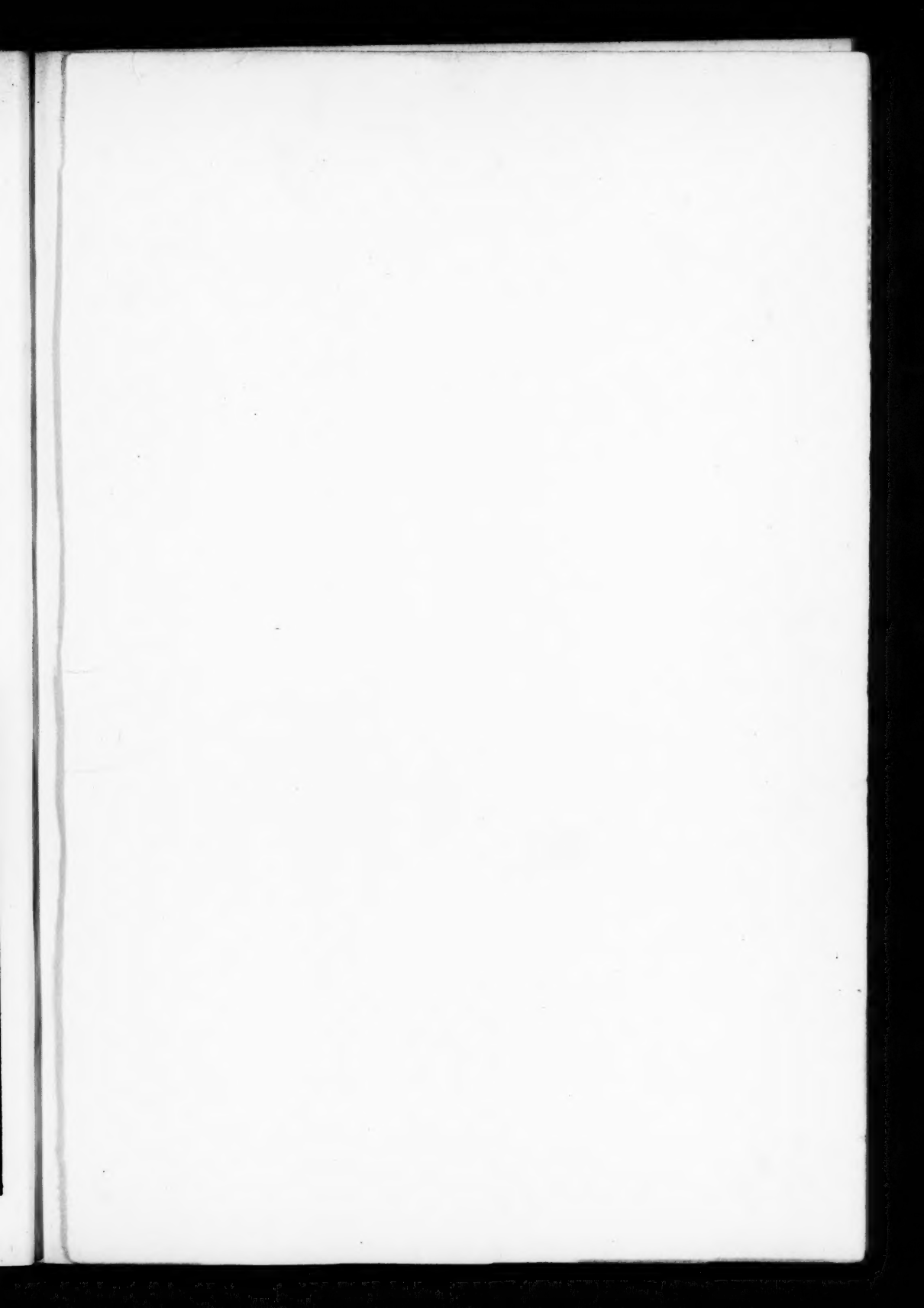
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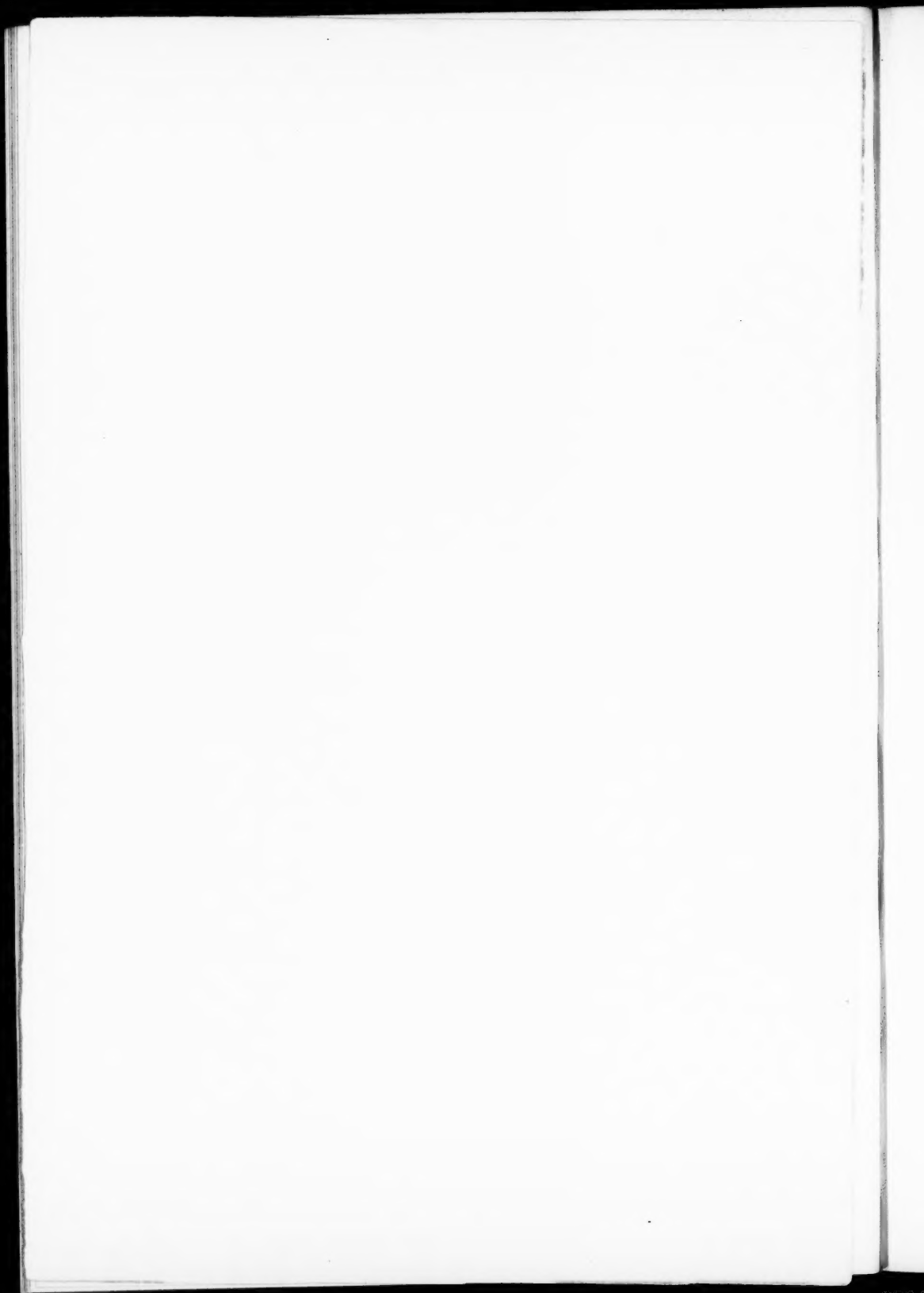
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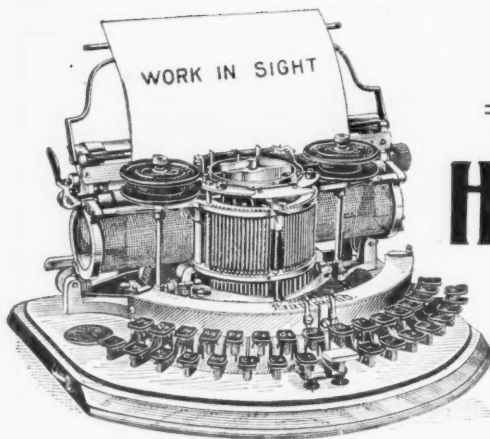
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